



Bramcote Hills Primary School
'Make the future better for all'



Curriculum Depth Map - Modern Foreign Languages

Intent:

At BHPS we provide children with a challenging and engaging MFL curriculum by offering Spanish. By the end of Key Stage 2, we want our children to be in line with their peers nationally by providing experiences which encourage a love for learning a new language but equally have the opportunity to use transferable language skills. Children will be able to understand simple spoken and written language; be able to speak aloud and take part in short conversations and have the ability to write simple sentences. They will have an understanding of different cultures, have knowledge of how languages work and how to learn them.

Our Spanish MFL curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition - both in a year group and across both key stages. Curriculum coverage is mapped out carefully from Year 3 to Year 6, which allows some key concepts to be developed at a deeper level of learning, understanding and mastery. Fundamental *knowledge* and **skills** are covered at key points throughout the primary phase and repeated to allow pupils to build on what has been taught before. Where year groups are covering an area in more depth, this will be highlighted in green on the Curriculum Depth Map below. Lessons will be planned and a knowledge organiser provided for pupils, which outlines the area to be taught, where the new knowledge and skills fit in with their prior learning, any sticky knowledge they need to understand and key vocabulary they need to learn.

Implementation:

Our KS2 scheme of work is designed to fulfil National Curriculum requirements, providing learning experiences that engage, enthuse and motivate all of our learners. To aid progression within our medium term planning, we draw on the non-statutory KS2 languages framework guidance. In line with these guidelines, all pupils will have a Spanish session once a week. This time allocation is made up of a combination of dedicated language lessons, teaching language through other subject areas and using language for real purposes in daily classroom routines.

The languages curriculum is aligned wherever possible is cross curricular in its approach, to enhance the cohesion of learning experiences for our pupils. In the early stages of language learning, pupils engage in a lot of learning to train the ear, to tune into and learn how to produce the sounds of the language, through the teaching and learning of phonics and phonics-related activities. Joining in with songs, rhymes, stories and poems all serve to reinforce the sound-writing patterns. Pupils then begin to develop, from the earliest stages in Y3, the ability to form simple sentences of their own, with relation to topics of close, personal interest, such as self, family and pets. As learning develops, pupils are given more and more opportunities to engage with Spanish culture, learning about places, festivals and other aspects of daily life in countries where the language is spoken. As they develop confidence in writing from memory, building up over the course of KS2, to having the ability to write a short paragraph - with information on two to three topics. A wide variety of resources are used, including ICT, and learning activities, including games, information-finding (research), pattern-finding, and quizzes to stimulate interest and general literacy and other learning skills.

Impact:

Impact is evidenced through:

- Pupils' are able to express their ideas and thoughts in another language
- Pupils' are able to explore the relationship between language and identity.
- Retaining key knowledge
- Demonstrating that they know more all the time
- Low-stakes tests/quizzes
- Pupils will be able to express their knowledge and understanding
- The use and outcomes of the varied activities
- A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.
- Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries

Year 3	Year 4	Year 5	Year 6
<p>Greetings</p> <p>Introduction to Spain</p> <p>Spanish Speaking Countries</p> <p>European Day of Languages</p> <p>Spanish alphabet song and recognise phonics.</p> <p>Hobbies</p> <p>Stories: Very Hungry Caterpillar</p> <p>Christmas Song 1</p>	<p>Schools subjects</p> <p>Clothing</p> <p>Navidad (Christmas Song 2)</p> <p>Instruments</p> <p>Easter</p> <p>Traditions/carnivals</p> <p>Spanish foods</p> <p>Spanish Cafe</p>	<p>Where we live</p> <p>Weather conditions and forecasts</p> <p>Learning a Spanish Christmas song</p> <p>Spanish food leading to whole school Spanish Café.</p> <p>Discussing other major Spanish cities</p> <p>Spanish Hockey Cockey</p> <p>Navidad (Christmas Song 3)</p>	<p>Navidad (Christmas Song 4)</p> <p>Fables and stories</p> <p>Body parts and illnesses</p> <p>Jobs & workplace</p> <p>Culture</p> <p>San Fermin</p> <p>Carnaval de Cadiz</p> <p>Las Fallas</p> <p>Tomatina</p>
Oracy			
Listen and respond to simple rhymes, stories and songs	Memorise and present a short spoken text	To prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts	Understand the main points and simple opinions in a spoken story song or passage.
Recognise and respond to sound patterns and words	Listen for specific words and phrases	To understand and express simple opinions	Perform to an audience
Perform simple communicative tasks using single words, phrases and short sentences	Listen for sounds, rhyme and rhythm	To listen attentively and understand more complex phrases and sentences	Understand longer and more complex phrases and sentences.
Listen attentively and understand instructions, everyday classroom language and praise words	Ask and answer questions on several topics	To prepare a short presentation on a familiar topic	Use spoken language confidently to initiate and sustain conversations and to tell stories.
Literacy			
Recognise some familiar words in written form	Read and understand a range of familiar written phrases	Re-read frequently a variety of short texts	Read and understand the main points and some detail from a short written passage.
Make links between some phonemes, rhymes and spellings, and read aloud familiar words	Follow a short familiar text, listening and reading at the same time	Make simple sentences and short texts using written word cards	Identify different text types and read short authentic texts for enjoyment or information.
Experiment with the writing of simple words	Read some familiar words and phrases aloud and pronounce them accurately	Write words, short phrases and short sentences, using a reference	Match sound to sentences and paragraphs
	Write simple words and phrases using a model and some words from memory	Give responses using a short phrase	Write sentences on a range of topics using a model
Knowledge about language			
Recognise commonly used rhyming sounds/hear main word classes	Reinforce and extend recognition of word classes and their function	Recognise patterns in simple sentences	Recognise patterns in the foreign language
Imitate pronunciation of sounds.	Recognise and apply simple agreements, singular and plural	Develop accuracy in pronunciation and intonation	Notice and match agreements
Recognise question forms and negatives.	Use question forms	Appreciate that different languages use different writing conventions	Use knowledge of words, text and structure to build simple spoken and written passages.
Recognise how sounds are represented in written form.	Recognise that texts in different languages will often have the same conventions of style and layout	Recognise the typical conventions of word order in the foreign language	Use knowledge of word order and sentence construction to support the understanding of the written text.
Notice the spelling of familiar words.	Apply phonic knowledge of the language to support reading and writing	Understand that words will not always have a direct equivalent in the foreign language	Use knowledge of word and text conventions to build sentences and short texts
Recognise that languages describe familiar things differently.	Identify a different writing system	Notice different text types and cope with authentic texts	Devise questions for authentic use.

Recognise that many languages are spoken in the UK and across the world.			
Recognise conventions of politeness.			
Language Learning Strategies			
Use actions and rhymes and play games to aid memorisation.	Discuss language learning strategies and share ideas and experiences	Use a word or phrase and reflect and share ideas and experiences	Discuss language learning and reflect and share ideas and experiences.
Remember rhyming words.	Use mental associations to help remember words	Look and listen for visual and aural clues	Plan and prepare-analyse what needs to be done, in order to carry out a task.
Use the context of what they see/read to determine some of the meaning.	Ask for repetition and clarification	Apply grammatical knowledge to make sentences	Use language known in one context or topic in another context or topic.
Practise new language with a friend and outside the classroom.	Use context and previous knowledge to determine meaning and pronunciation	Use a dictionary or a word list	Ask for repetition or clarification.
Look at the face of the person speaking and listen attentively.	Practise new language with a friend and outside the classroom	Pronounce / read aloud unknown words	Use context and previous knowledge to help understanding and reading skills.
Use gestures to show they understand.	Plan and prepare for a language activity	Use a dictionary to look up spellings	Practise new language with a friend outside the classroom.
Recognise words which the teacher mouths silently.	Sort words into categories	Access information sources	Listen to cues for meaning, e.g. tone of voice, key words.
Write new words.	Apply knowledge about letters and simple grammatical knowledge to experiment with writing		Make predictions based on existing knowledge.
Compare the language with English.	Understand when and why a dictionary may be used.		Apply a range of linguistic knowledge to create simple, written production.
Use actions and rhymes and play games to aid memorisation.			Use a dictionary.
			Discuss language learning and reflect and share ideas and experiences.
Intercultural Understanding			
Learn about the different languages spoken by children in the school	Learn about festivals and celebrations in different cultures	Look at further aspects of their everyday lives from the perspective of someone from another country	Compare attitudes towards everyday life.
Locate country/countries where Spanish is spoken	Know about some aspects of everyday life and compare them to their own	Recognise similarities and differences between places	Recognise and understand some of the differences between people
Identify social conventions at home and in other cultures	Compare traditional stories		Present information about an aspect of culture.
Make indirect or direct contact with the country/countries where the language	Learn about ways of travelling to the country/countries		

Appendix - Key Knowledge and Vocabulary

MFL - KS2			
Key Knowledge	Key Vocabulary		
Year 3			
<p>Year 3 Term 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonics, learning the vowels first. <input type="checkbox"/> Learn the numbers 1-10 <input type="checkbox"/> How to ask and give their age. <input type="checkbox"/> Learn the other key phonic sounds. <input type="checkbox"/> Read rhyiming stories, sing songs, practise tongue twisters <input type="checkbox"/> Have further opportunities to make the sound-written link by listening to words and anticipating their spelling. <input type="checkbox"/> Learn some nouns (pencil case items). Become aware of gender through colour coding. <input type="checkbox"/> They use the verb forms: <input type="checkbox"/> 'tengo - I have' <input type="checkbox"/> 'es - it is' <input type="checkbox"/> Use the question '¿Tienes? (Do you have?)' <input type="checkbox"/> Learn key facts about Christmas in Spain <input type="checkbox"/> Learn a Spanish Christmas song 'Feliz Navidad' <input type="checkbox"/> Brothers and sisters <input type="checkbox"/> Describing family, siblings, pets, colours 	<p>Phonics - las vocales</p> <p>A - araña, E - elefante, I - idea, O - olvidar, U - universe</p> <p>Phonics (2)</p> <p>CA - casa, CE - cerdo, CI - ciclista, CO - coche, CU - cucaracha GA - gato, GE - gemelo, GI - gimnasia, GO - gol, GU - gusano, GUE - guepardo, GUI - guitarra J - jota, H - hamburguesa, ñ - España, Z - zumo, LL - llave</p> <p>Phonics cards</p> <p>¿Tienes? (Do you have?) Sí, tengo. (Yes, I do have.) No, no tengo. (No, I don't have.)</p>	<p>Hola / greetings</p> <p>¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself) ¿Cómo estás? (How are you?) muy bien, gracias (very well, thanks) estupendo (great), bien (well) regular (ok), mal (bad), fatal (awful)</p> <p>Pencil case</p> <p>un estuche (a pencil case) un bolígrafo (a pen) un lápiz (a pencil) un lápiz de memoria (a USB) un sacapuntas (a sharpener) un bote de pegamento (a glue stick) una regla (a ruler) una goma (a rubber) unos rotuladores (felt-tip pens) unas tijeras (scissors)</p>	<p>Numbers 1-10</p> <p>un, uno, una dos tres cuatro cinco seis siete ocho nueve diez</p> <p>¿Cuántos años tienes? (How old are you?) Tengo ... años. (I am ..years old)</p> <p>¿Qué tienes en tu estuche? (What do you have in your pencil case?)</p> <p>En mi estuche, tengo... (In my pencil case I have...)</p> <p>La Navidad in Espana - Feliz Navidad</p>
<p>Year 3 Term 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> The theme is animals and colours. <input type="checkbox"/> The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). <input type="checkbox"/> The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours <input type="checkbox"/> The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). <input type="checkbox"/> Introduction to 'también' (also/too/as well), 'pero' (but). <input type="checkbox"/> Spanish Carnavales *Feb Half Term <input type="checkbox"/> Spanish Easter 	<p>iSilencio! (Silence!)</p> <p>iSacad un bolígrafo! (Get out a pen!)</p> <p>iUn voluntario! (A volunteer)</p> <p>iAbrid los cuadernos! (Open your exercise books!)</p> <p>iMirad! (Look!)</p> <p>iBrazos cruzados! (Fold your arms!)</p> <p>iEntregad los cuadernos! (Give your books in!)</p> <p>iEscuchad! (Listen!)</p> <p>Escribid! (Write!)</p>	<p><u>9 animals - nouns</u></p> <p>un gato (a cat) un perro (a dog) un pez (a fish) un oso (a bear) un pájaro (a bird) un pato (a duck) un caballo (a horse) una rana (a frog) una oveja (a sheep)</p> <p><u>9 animals - plurals</u></p> <p>Nouns as above with 's' added.</p> <p><u>9 animals - articles</u></p> <p>Articles change: un -- unos, una - unas</p>	<p><u>Colours</u></p> <p>azul (blue), rojo (red), blanco (white), negro (black), verde (green), amarillo (yellow), pardo (brown), morado (purple)</p> <p>La oruga hambrienta (hungry caterpillar) - la fruta</p> <p>una manzana/las manzanas una pera /las peras una ciruela /las ciruelas una fresa /las fresas una naranja /las naranjas</p>

<p>Year 3 - Term 3 Retell a familiar story - The Very Hungry Caterpillar - in Spanish. Useful vocabulary from the story:</p> <ul style="list-style-type: none"> - learn the names of the days of the week - learn food nouns from the Hungry Caterpillar story - learn some words for snacks 	<p><u>sign language gestures</u> los días de la semana - lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p><u>Food from the story</u> un trozo de pastel de chocolate un pepino un helado una loncha de queso una rodaja de salchichón una piruela una porción de tarta de frutas una salchicha una magdalena un trozo de sandía</p>	<p><u>Snack foods</u> una ensalada (a salad), una hamburguesa (a hamburger), una limonada (a lemonade), una fruta (a fruit), unas patatas fritas (some chips), un perrito caliente (a hot dog), un helado (an ice cream), un zumo (a juice), un bocadillo (a sandwich)</p>	<p><u>Ordering food in a café</u> ¿Qué quieres? (What do you want?) Quiero un / una... (I want a) Por favor (please) Aquí tienes (Here you are) Gracias (thank you) De nada (you're welcome)</p>
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MFL - KS2			
Key Knowledge	Key Vocabulary		
Year 4			
Year 4 Term 1 <ul style="list-style-type: none"> <input type="checkbox"/> Revise numbers 1-10 and days of the week <input type="checkbox"/> Learn numbers 11 - 31 <input type="checkbox"/> Consolidate numbers 1-31 <input type="checkbox"/> Learn the months of the year <input type="checkbox"/> Ask and answer 'What date is it today?' <input type="checkbox"/> Learn the names of the seasons (Pocoyo) <input type="checkbox"/> Join in with a Spanish song <input type="checkbox"/> Learn how to ask for and say your birthday <input type="checkbox"/> Sing Happy Birthday in Spanish <input type="checkbox"/> Listen and follow a video clip with unfamiliar vocabulary <input type="checkbox"/> Learn some typical exclamations in Spanish <input type="checkbox"/> Use language of days, dates, and celebrations to make a birthday party invitation <input type="checkbox"/> Learn about a typical celebratory custom from Mexico <input type="checkbox"/> Learn new Christmas vocabulary <input type="checkbox"/> Learn a Christmas song 	<p>once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno</p> <p>los meses - enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p> <p>maravilloso magnífico</p>	<p>¿Qué día es (hoy)? (What day is it (today)) Hoy es martes. (Today is Tuesday). ¿Qué fecha es (hoy)? (What date is it (today)) Hoy es el ... de ... (Today is the ... of ...)</p> <p>el verano (summer), el invierno (winter), el otoño (autumn), la primavera (spring) San Fermin song</p> <p>¡Qué lastima! ¡Qué horror! ¡Oye! ¡Mira! ¡Vamos! ¡Vale!</p>	<p>¡Feliz Cumpleaños! ¡Felicidades! el cumpleaños una tarjeta una fiesta un regalo un globo una tarta los amigos una pelota una flor (flores) el mejor delicioso</p> <p>Papá Noel un pinguino un regalo un reno un árbol de Navidad un duende un muñeco de nieve una hada una estrella una campana</p>
Year 4 Term 2 <ul style="list-style-type: none"> <input type="checkbox"/> Learn the words for key shapes <input type="checkbox"/> Combine colour and other adjectives with shapes <input type="checkbox"/> Learn how to describe where things are in a picture <input type="checkbox"/> Use the language to describe pictures (Miro) <input type="checkbox"/> Create own picture and description <input type="checkbox"/> Learn the nouns for parts of the face <input type="checkbox"/> Combine adjectives and nouns to describe faces <input type="checkbox"/> Use the language to describe faces <input type="checkbox"/> Learn the nouns for parts of the body <input type="checkbox"/> Design and describe a monster picture 	<p><u>Shapes & colours</u> un círculo (a circle), un triángulo (a triangle), un cuadrado (a square), un rectángulo (a rectangle), un óvalo (an oval), un punto (a dot), un ojo (an eye), una estrella (a star), una espiral (a spiral), una estrella (a star)</p> <p>colours - rojo, azul, verde, amarillo, violeta, marrón, gris, blanco, negro, rosa, naranja, other</p>	<p><u>Prepositions of place - describing pictures</u> Arriba (at the top/above) Abajo (at the bottom/below) A la izquierda (to the left) A la derecha (to the right) En el centro (in the centre) encima de (on top of) debajo de (underneath) al lado de (next to)</p> <p>adjectives - recto (straight), curvo (curved), pequeño (small), grande (big), fino (thin), grueso (thick)</p>	<p><u>Parts of the face</u> (un ojo)/los ojos (eyes), el pelo (hair), (el diente)/los dientes (teeth), la cabeza (head), la cara (face), la nariz (nose), la boca (mouth), la oreja / las orejas (ears), + adjectives above additional vocabulary - not to be explicitly taught (el mentón - chin), (la mejilla - cheek), (la ceja - eyebrow), la piel (skin), las pestañas - (eyelashes)</p>
Year 4 Term 3 <ul style="list-style-type: none"> <input type="checkbox"/> Learn the language for family members. <input type="checkbox"/> Re-tell the story 'The giant turnip'. <input type="checkbox"/> Learn how to say 'Tengo un/una ..que se llama...' (' I have a ...called... ') and apply this in the context of pets. <input type="checkbox"/> Learn adjectives for describing personality and physical description (hair and eyes). <input type="checkbox"/> Use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are). 	<p><u>Nouns for family members</u> un hermano (brother), una hermana (sister), una madre (mother), un padre (father), los padres (parents), un abuelo (grandfather), una abuela (grandmother) ¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?)</p>	<p><u>Alphabet introduction A</u> - a, B - bé, C - thé, D - dé, E - é, F - effé, G - jé, H - aché, I - ee, J - jota, K - ka, L - ellé, M - emé, N - ené, O - o, P - pé, Q - koo, R - erré, S - esé, T - té, U - ubé, W - ubé doblé, X - ekeys, Y - yé, Z - theta</p> <p><u>Describing hair & eyes</u> Tengo los ojos azules, verdes, grises, negros,</p>	<p><u>Storytelling - the giant turnip</u> el nabo gigante (The giant turnip)</p> <p>el padre, la madre, el hermano, la hermana, el perro, el gato, el ratón</p> <p>planta(n) - s/he plants roga(n) - s/he waters llega - arrives Un día (One day) Luego (then)</p>

	<p>¿Tienes..? (Do you have..?) ¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?)</p>	<p>marrones (blue, green, grey, black, brown eyes)</p> <p>el pelo largo, corto, mediano, liso, rizado, ondulado, rubio, moreno, castaño, marrón, negro, rojo (long, short, medium, straight, curly, wavy, blond, dark, chestnut, brown, black, red hair)</p>	<p>Después (afterwards) Al final (finally)</p>
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MFL - KS2			
Key Knowledge		Key Vocabulary	
Year 5			
Year 5 Term 1 <ul style="list-style-type: none"> ❑ Recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn. ❑ Revise and extend knowledge of the numbers needed to tell the time ❑ Learn how to ask for and give the time (hour, half and quarter) ❑ Consolidate and extend the ability to ask for / give the time ❑ Say 'at ... o'clock.' ❑ Describe what you usually have for breakfast. ❑ Learn to use different persons of the regular -AR verb DESAYUNAR. ❑ Write short sentences about what different people eat for breakfast. ❑ Learn how to say you prefer. ❑ Practise saying what you eat and drink for lunch on different days. ❑ Practise looking up new nouns in a dictionary. ❑ Use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them. ❑ Use expressions of frequency to add detail. ❑ Practise the use of -AR and -ER regular verbs in different persons. ❑ Build sentences using verbs, time expressions and food items. ❑ Learn how to say you prefer. ❑ Practise saying what you eat and drink for lunch on different days. ❑ Practise looking up new nouns in a dictionary. ❑ Use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them. ❑ Use expressions of frequency to add detail. 		<p><u>Introduce question words (with gestures)</u> ¿Cómo? ¿Qué? ¿Dónde? ¿Cuándo? ¿Quién? ¿Con quién? ¿Cuánto? ¿Cuántos? ¿Cuál?</p> <p><u>Learning the 5 x table + song</u> cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y cinco, cincuenta</p> <p><u>Asking for & giving the time</u> ¿Qué hora es? (What time is it?) Es la una / Son las cinco. (It's one o'clock/ It's five o'clock)</p> <p><u>Asking for & giving the time</u> ¿Qué hora es? (What time is it?)</p> <p>Son las cinco y diez. (It's ten past five.)</p> <p>Son las cinco menos veinte. (It's twenty to five).</p>	
Year 5 Term 2 <ul style="list-style-type: none"> ❑ Ask for and give opinions about sports ❑ Talk about the sports you know how to do ❑ Use two key verbs in the present tense ❑ Talk about the sports you do ❑ Learn expressions of frequency to say how often you do different sports. ❑ Write and adapt sentences to describe the sports you do and when you do them. ❑ Learn the pronouns. ❑ Learn the 6 verb endings and see the formal layout of a verb table. ❑ Use the different parts of practice to talk about the actions of others. ❑ Use verbs to give instructions. (Hokey Cokey) 		<p><u>Sports & likes/dislikes (me gusta/no me gusta) - survey</u> ¿Te gusta (el rugby)? (Do you like (rugby)? el fútbol (football), el rugby (rugby), el ciclismo (cycling), el tenis (tennis), el esquí (skiing), el atletismo (athletics), la natación (swimming), la gimnasia (gymnastics)</p> <p><u>Saying what sports you know how to play/do</u> ¿Qué deportes sabes practicar?</p>	
		<p>¿A qué hora desayunas? (What time do you have breakfast?) ¿Qué desayunas? (What do you have for breakfast?) Desayuno (I have for breakfast)... un yogur (a yoghurt), cereales (los) (cereals), pan (el) (bread), una tostada (a piece of toast), fruta (la) (fruit), mantequilla (la) (butter), mermelada (la) (jam), leche (la) (milk), té (el) (tea), café (el) (coffee), chocolate caliente (el) (hot chocolate), zumo de naranja (el) (orange juice)</p> <p><u>Key grammar: use the indefinite article</u> (un/una) OR omit the definite after verbs of eating/drinking</p>	
		<p>La comida en el cole - what time is lunch? Packed lunch or school dinners? I prefer... I like/ don't like ¿A qué hora comes en el colegio? (What time do you have lunch in school?) ¿Qué prefieres? Comida del cole / Comida de casa (School dinners / Packed lunch) ¿Qué comes en el colegio? (What do you eat / have for lunch at school?) ¿Qué bebes en el colegio? (What do you drink at school?)</p> <p><u>Mealtimes and expressions of frequency</u> siempre (always) normalmente (usually) a veces (sometimes) nunca (never)</p>	
		<p><u>Saying how often you do something</u> Los lunes (On Mondays) etc with rest of the days of the week Todos los días (every day) Una vez a la semana (once a week) Dos veces a la semana (twice a week) A veces (sometimes) Nunca (never)</p> <p>Regular -AR verb Practicar - to do (sports) (yo) practico (tú) practicas (él / ella) practica (nosotros) practicamos (vosotros) practicáis</p>	
		<p><u>Using the command form to give simple movement instructions</u> Dad la vuelta (Turn around), ¡Saltad! (Jump!), Dad un paso a la derecha (Take a step to the right), Tocad los pies (Touch your feet), Poned las manos arriba (Put your hands up), Dad un paso a la izquierda (ake a step to the left), Poned las manos abajo (Put your hands down) Key grammar: use of a + definite article for playing sports</p>	

	(What sports can you play?) Sé practicar / jugar al (I can/know how to do / play)	(ellos / ellas) practican	Saying what sports you play/do juego a / practico Juego al (I play) Practico (I do)
Year 5 Term 3 <input type="checkbox"/> Extend the range of language to give levels of like / dislike. <input type="checkbox"/> Use gustar / encantar with singular and plural nouns. <input type="checkbox"/> Identify different types of music and give likes / dislikes <input type="checkbox"/> Look up new nouns to check for meaning using an online dictionary. <input type="checkbox"/> Ask about and say which instrument you play. <input type="checkbox"/> Listen and understand (and join in with I am a music man <input type="checkbox"/> Give reasons with because <input type="checkbox"/> Use adjectives to give reasons for liking / disliking music or instruments	el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional En mi opinión (in my opinion) Pienso que (I think that) Learning to give reasons with 'porque' ¿Te gusta...? (Do you like?) ¿Por qué te gusta...? (Why do you like..?) Porque es + adjective (masc. / fem. ending)	el teclado (keyboard), el piano, el saxófono, el tambor (drum), el cajón (Peruvian drum), la flauta (recorder / flute), la batería (drums), la trompeta (trumpet), la guitarra, la zampoña (Peruvian pan)	¿Qué instrumento tocas? (What instrument do you play?) ¿Qué instrumento sabes tocar? (What instrument can you play?) Learning to give reasons with 'porque' tranquilo / ruidoso (quiet / noisy) emocionante / aburrido (exciting / boring) divertido / serio (fun / serious) tradicional / moderno (traditional / modern)

MFL - KS2

Key Knowledge

Key Vocabulary

Year 6

Year 6 Term 1

- ❑ Describe a variety of weathers in the present tense
- ❑ Use the language of weather to describe typical climates in different places, combining with familiar expressions of frequency.
- ❑ Learn the names of five countries and describe their flags.
- ❑ Revise adjectival agreement.
- ❑ Learn some key vocabulary to describe why countries are well-known.
- ❑ Learn some key language to describe features of Spain.
- ❑ Learn how to say a lot / many
- ❑ Read and understand a text about Spain with some unfamiliar language.
- ❑ Become more confident with using 'mucho'
- ❑ Work out from visual and textual clues the meaning of new words.
- ❑ Pronounce accurately new words from text.
- ❑ Say exactly where you live.
- ❑ Learn words to say what is in a town.
- ❑ Create sentences to say / write there is / there is not
- ❑ Embed the new vocabulary for places in the town and have a short conversation.
- ❑ Practise alphabetising new language and memorising vocabulary.
- ❑ Use language with more independence to describe places.
- ❑ Use key verbs in the 3rd person (Hay, Tiene, Está) and key verbs of like / dislike with reasons.

¿Qué tiempo hace?
(What's the weather like?)
Hace buen tiempo (it's good weather),
hace calor (it's hot),
hace frío (it's cold),
hace mal tiempo (it's bad weather),
hace sol (it's sunny),
hace viento (it's windy),
hay niebla (it's foggy),
hay tormenta (it's stormy),
llueve (it's raining),
nieva (it's snowing).
el invierno (winter),
el otoño (autumn),
la primavera (spring),
el verano (summer)

¿Qué país es?
(What country is it?)
el país / los países
Inglaterra, Alemania,
Francia, España, Irlanda

¿De qué color es la bandera?
(What colour is the flag)

¿Qué hay en (Cambridge)?
(What is there in (Cambridge))?
un castillo (a castle),
un mercado (a market),
un estadio (a stadium),
un centro comercial (a shopping centre),
un polideportivo (a sports centre),
un cine (a cinema)
una piscina (a swimming pool),
una universidad (a university),
muchas tiendas (lots of shops),
muchos museos (lots of museums),
muchos parques (lots of parks),
muchos restaurantes (lots of restaurants)

Es blanca y roja.

What countries are famous for
¿Por qué es ... famoso/a?
(Why is ... famous?)
Es famoso/a por ... (It's famous for...)
las patatas (potatoes),
la lluvia (rain),
el baile irlandés (Irish dancing),
el té (tea),
pescado y patatas fritas (fish and chips),
la familia real (royal family),
las salchichas (sausages),
los coches (cars),
la cerveza (beer),
el queso (cheese),
el pan (bread),
el vino (wine),
el flamenco, la playa (beach),
el sol (sun)

mucho(s)
un río / muchos ríos (a river, lots of rivers)

¿Dónde vives? Vivo en...
¿Dónde vives exactamente? Vivo en un pueblo en el este de Inglaterra que se llama.....

¿Te gusta...?
(Do you like...?)
Me gusta (I like)
No me gusta (I don't like)
Me encanta (I love)
Odio (I hate)
Prefiero (I prefer)

¿Por qué te gusta...? (Why do you like...?)
Porque me parece ... (because it seems...)
Porque creo que es... (because I think it is...)
sucio/limpio (dirty/clean)
tranquilo / ruidoso (quiet/noisy)
divertido/aburrido (fun/ boring)

un puerto/muchos puertos (a port, lots of ports)
un aeropuerto/muchos aeropuertos (an airport, lots of airports)
una playa/muchas playas (a beach, lots of beaches)
una montaña/muchas montañas (a mountain, lots of mountains)

En .. en invierno siempre hace frío.
(In ... in winter it's always cold.)
en invierno (in winter),
en otoño (in autumn),
en primavera (in spring),
en verano (in summer),
a veces (sometimes),
normalmente (usually)

la ciudad / las ciudades (the town/city - towns/cities)
Bilbao, Pamplona, Barcelona, Madrid, Valencia, Granada, Cádiz

norte, noreste, este, sureste, sur, suroeste, oeste, noroeste (points of the compass)
en la costa

		bonito / feo (pretty / ugly) tradicional / moderno (traditional / modern) turístico / industrial famoso / conocido	
Year 6 Term 2 <input type="checkbox"/> Use a word list to write a text in response to a picture. <input type="checkbox"/> Apply grammar (articles, adjectives (agreement and place), key verb forms, linking words) <input type="checkbox"/> Explore a Spanish poem <input type="checkbox"/> Practise memory and performance skills <input type="checkbox"/> Understand longer sentences. <input type="checkbox"/> Practise writing longer sentences from memory. <input type="checkbox"/> Understand language presented in sentences, some of which is unfamiliar. <input type="checkbox"/> Listen to passages of 15 - 25 words and identify the gist to identify the festival. <input type="checkbox"/> Read and understand a short text about the Carnaval de Cádiz. <input type="checkbox"/> Use a dictionary, if needed, to help identify unknown words. <input type="checkbox"/> Work out from visual and textual clues the meaning of whole sentences. <input type="checkbox"/> Pronounce accurately new words from text. <input type="checkbox"/> Write (independently) sentence answers to familiar questions to produce a description of the San Fermín festival. <input type="checkbox"/> Give opinions and justify those reasons. <input type="checkbox"/> Read and understand a short text about the Tomatina. <input type="checkbox"/> Use reading strategies to work out the overall meaning and some detail. <input type="checkbox"/> Use key language to describe a festival in the UK. <input type="checkbox"/> Spain is famous for its festivals <input type="checkbox"/> Festivals celebrate Spanish tradition and culture <input type="checkbox"/> In lots of festivals people dance, sing and play instruments. <input type="checkbox"/> In lots of festivals there are also fireworks.	En julio en Pamplona hay una fiesta que se llama San Fermín :¿Cuándo es? (When is it?) Es en (julio) (It is in (july)) ¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days). ¿Dónde está? (Where is it?) Está en..(It is in) ¿Qué lleva la gente? (What do people wear?) La gente lleva... (People wear...) ¿Qué hay...? (What is there...?) ¿Qué opinas de...? (What do you think about...?)	me gusta(n) / me encanta(n) / odio / prefiero me parece (it looks / seems) creo (I believe) hay / se llama (it is called) baila(n) (dances) toca(n) (plays) canta(n) (sings) se celebra(n) (is celebrated) lleva(n) (wears) dura(n) (lasts) la fiesta / las fiestas (festival / festivals) la gente (people) un instrumento (an instrument)	la tradición (tradition) la cultura (culture) sombreros (hats), gafas (glasses), pelucas (wigs), un pañuelo (scarf), una camiseta (t-shirt), un traje tradicional (traditional dress), un disfraz (fancy dress) fuegos artificiales (fireworks), canciones (songs), petardos (firecrackers), figuras de papel maché (papier maché figures) el encierro (bull running), la corrida de toros (bull fight)
Year 6 Term 3 <input type="checkbox"/> Research a new part of the Spanish-speaking world to find out key information about it <input type="checkbox"/> Use a word list to write a text in response to country. <input type="checkbox"/> Apply grammar (articles, adjectives (agreement and place), key verb forms, linking words) <input type="checkbox"/> Explore a Spanish country. <input type="checkbox"/> Practise memory and performance skills <input type="checkbox"/> Understand longer sentences. <input type="checkbox"/> Practise writing longer sentences from memory. <input type="checkbox"/> Find out about culture and celebrations <input type="checkbox"/> Use key language to describe a county. <input type="checkbox"/> Pronounce accurately Spanish cities/countries <input type="checkbox"/> Use a dictionary, if needed, to write unknown words <input type="checkbox"/> Write a letter to their new languages teacher.	Children use the vocabulary learnt over the KS2 curriculum, to prepare a presentation about a Spanish speaking country, linked to the North America topic. They will use the vocabulary learnt over their language learning journey to support this. Transition and accurate recording for Secondary School will be key in this period.		

