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



Modern Foreign Languages

Curriculum Depth Map

Table of Contents

Aims	2
Intent	2
Conceptual Knowledge	2
Procedural Knowledge	2
Implementation	3
Impact	4
Staging Points	5
MFL Curriculum Depth Map – Progression of Knowledge by Key Primary Themes	7
Progression map through the Teaching Types of Language Angels	9
Half Termly Component of Learning Overview per year group	17
MFL – Key Primary Theme	18
Appendix – Key Knowledge and Vocabulary	20
Year 3	20
Year 4	23
Year 5	26
Year 6	29



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



Curriculum Depth Map – Modern Foreign Languages

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

<u>Intent</u>

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2. BHPS has adopted a whole school approach to the teaching of Spanish to all KS2 Pupils, where 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 primary themes to be developed at a deeper level of learning, understanding and mastery. Throughout their study, the children will acquire and develop the conceptual and procedural knowledge that has been identified within each component of learning and across each year group. Primary conceptual knowledge is taught in sequences that builds on prior learning. It is the key content - 'what' is being taught. Procedural knowledge is the 'linguistic skill' - how to use what is taught.

Conceptual Knowledge

Conceptual knowledge is taught in sequences that builds on prior learning. It is the key content - 'what' is being taught. This is the carefully sequenced, factual knowledge learnt in a foreign language curriculum at primary phase. In simple terms, the phonemes, grammar, vocabulary and linguistic structures taught in every component of learning or teaching phase. It also includes cultural information, such as facts about target language countries, customs, festivals

Procedural Knowledge

Procedural knowledge refers to the "how" of language learning - the skills, processes, and methods used to engage with the language. This is what pupils are expected to be able to do with the content presented and learnt in each component of learning, teaching type or teaching phase - the things that are unique to learning foreign languages. The aim is to teach pupils to become more independent learners and learn how to use and manipulate the foreign language more creatively and with increased accuracy.

Key Primary Themes have been identified to enable children to contextualise, link and understand conceptual knowledge. Pupils should be able to apply their knowledge of MFL when using key primary themes of phonological awareness, grammar, vocabulary and oracy development. These themes are woven together in a coherent curriculum that builds language skills progressively while maintaining engagement and developing cultural awareness.

Implementation

Our MFL curriculum provides a clear and comprehensive scheme of work that is based on the Language Angels Curriculum. It is sequential,

allowing pupils to build their conceptual and procedural knowledge, applying them in a range of ways. Our MFL curriculum is designed to allow children time to develop and demonstrate substantial progress in the 5 key language areas necessary for learning Spanish: speaking, listening, reading, writing and grammar. All pupils develop solid foundations in these key language areas in order to develop their ability to understand what they hear and read and enable them to express themselves in speech and writing. The curriculum is designed to allow teaching, practice and repetition. It is based on proving learning experiences that engage, enthuse and motivate all learners to extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English.

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 curriculum depth maps, we draw on the non-statutory KS2 languages framework guidance. In line with these guidelines, all pupils in KS2 will have a weekly Spanish lesson. 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. Curriculum coverage is sequenced carefully from Year 3 to Year 6 which allows key primary themes, conceptual and procedural knowledge to be developed and revisited at a deeper level of learning.

Lessons seek to introduce new knowledge and Primary Themes in small, logical steps, in line with cognitive load theory. Children's knowledge will be built up gradually, making links, wherever possible, to previous knowledge and other areas of learning. We seek to further children's ability to commit new learning to long term memory by assessing their retention and revisiting key knowledge. Potential misconception will be addressed through carefully selected lesson content and effective feedback.

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 Component of Learnings 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 Component of Learnings. 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.

La fonética (phonics and pronunciation) — within Language angels there are four Spanish 'Phonics and Pronunciation' lessons. These are individual lessons, which are sequential and designed to be appropriate for each year group of KS2.As a language, Spanish contains many sounds that we do not have in the English language. Each year group is taught the appropriate phonics and pronunciation lesson (s) at the start of each academic year before embarking on a full component of learning unit. The four lessons in the 'phonics and pronunciation' series have been designed to introduce each phonic sound/phoneme on its own first and pronounced in an exaggerated form to help the pupils hear it pronounced clearly so as to be able to repeat and practise it. Pupils will then see the sound in a Spanish word before finally seeing each of the sounds in a piece of unknown text.

The precise methodology and pedagogy have three clear steps:

- 1. Hear and say the individual sound
- 2. Hear and say the sound in a word
- 3. Hear and say the sound in a piece of authentic text

The more sounds the pupils hear, learn and recognise, the more able they will be to decode and read unknown words and text in Spanish. Over the course of the four lessons the pupils are gradually and systematically introduced to twenty key Spanish phonic sounds and phonemes with five sounds being introduced per lesson.

The pupils will also explore the following linguistic concepts which are particular to the Spanish language as they progress through the four lessons:

- Pronunciation of Spanish vowels
- Pronunciation of specific letter strings in Spanish
- The use of accents in Spanish

Impact

The impact of our MFL teaching can be constantly monitored through both formative and summative assessment opportunities, such as low-stakes tests/quizzes, rapid recall opportunities, varied activities. Each subsequent lesson within a component of learning is progressive, the 'teaching type' organisation of Language Angels directs, drives and guarantees progressive learning and challenge. Components of learning increase in their level of challenge, linguistic and grammatical complexity as pupils move from early learning units through to intermediate units. Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

The opportunity to assess pupil learning and progression in the key primary themes speaking, listening, reading and writing is provided at the end of each 6-week component of learning. This will help teachers and subject leaders monitor school, class and individual progress in foreign language. Pupils should leave BHPS equipped with the requisite skills and knowledge to succeed in key stage 3 MFL.

The expected impact of our MFL curriculum is that children will:

- have the foundation for learning further languages, equipping pupils to study and work in other countries
- be aware that a language has a structure, and that the structure differs from one language to another.
- develop their language and communication through development of the four key primary themes of speaking, listening, reading and writing.
- enrich their language learning by developing an understanding of the Spanish culture.
- transfer to KS3 effectively and successfully and will be well prepared to continue and develop their knowledge of language
- be able to express their ideas and thoughts in another language
- be are able to explore the relationship between language and identity
- be curious and have a deeper understanding of the world

During the following Staging Points these will be identified as:

Year 3

The principal focus of MFL teaching in Year 3 is to introduce pupils to the basic sounds and rhythms of Spanish. The aim is to develop listening skills through simple, engaging audio materials, encourage pronunciation practice with age-appropriate vocabulary and to focus on building confidence in basic language interaction.

By the end of Year 3 pupils should:

- Understand numbers 1-10 and be able to say, read and write them.
- Be familiar with the days of the week and be able to say them and recognise them in written form.
- · Use simple greetings
- Ask and answer simple questions about name and age.
- Understand and communicate familiar nouns including the correct article
- Use simple adjectives.
- Use some simple verbs in the first person "I" form.
- Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.

Vear 4

The principal focus of MFL teaching in Year 4 is to build upon foundational language skills from Year 3. During this phase, pupils are introduced to more complex linguistic structures, to develop a more systematic approach to language learning. Pupils gradually increase complexity of vocabulary and grammatical concepts

By the end of Year 4 pupils should:

- Understand numbers 1-100 (multiples of 10) and be able to say, read and write them (e.g. dates and other maths activities).
- Use a wider range of vocabulary to ask and understand questions in the classroom
- Understand and communicate using a wider range of familiar nouns (including the correct article)
- Understand and use adjectives to describe people, places, things and themselves
- Understand and use verbs in the first person "I" form
- Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article.

Year 5

The principal focus of MFL teaching in Year 5 focuses on developing more sophisticated language skills, encouraging greater linguistic independence, and introducing more advanced grammatical concepts. The methodology moves beyond simple language acquisition to developing a more nuanced understanding of Spanish, including cultural context, metacognitive learning strategies, and more complex communication skills.

By the end of Year 5 pupils should:

- Understand and use the alphabet to assist in correct spelling and pronunciation.
- Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).
- Be able to say, read and write the date including the day, number and month of the year.
- All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.
- Take part in conversations and be able to make simple statements and present information
- Understand and communicate simple descriptions orally and in writing
- Be able to read longer passages of text and answer questions (orally or in writing about the passage they have read
- Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard
- Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities.

Year 6

The principal focus of teaching languages to Year 6 focuses on consolidating language skills, preparing pupils for secondary education, and developing a sophisticated approach to language learning.

By the end of Year 6 pupils should:

- Understand numbers 1-100 and be able to use them in context
- Be able to identify and tell the time, including hour, quarter past, half past, quarter to
- Understand, express and be able to justify positive and negative opinions orally and in writing
- Understand and use transactional language
- Use adjectives (e.g. colour or size etc.) to make sentences descriptive. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.
- Use connectives to make sentences more descriptive and fluent
- Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read
- Understand what a fully conjugated verb looks like and what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities

KS3

The principal focus of teaching languages to KS3 pupils, should build on the foundations of language learning laid at KS2. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of personal and factual information.

By the end of KS3 pupils should be taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language, to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text
- accurately into the foreign language

MFL Curriculum Depth Map – Progression of Knowledge by Key Primary Themes

The Language Angels Progression Map shows how pupil foreign language learning across each of the key knowledge of SPEAKING, LISTENING, READING, WRITING and GRAMMAR progresses within each Language Angels teaching type. It also shows how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels teaching type from Early Language to Intermediate and on to Progressive.

	Liste	ening	
Year 3	Year 4	Year 5	Year 6
Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).	Listen for and identify specific words and phrases in instructions, stories and songs.	Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).	Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.
Develop understanding of the sounds of individual letters and groups of letters (phonics)	Follow a text accurately whilst listening to it being read	Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions	Understand and identify longer and more complex phrases and sentences (in listening exercises and be able to answer questions based on what they hear
Recognise familiar words and short phrases covered in the components of learning	Learn to listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current and previous components of learning	Understand more of what is heard even when some of the language may be unfamiliar by using the decoding strategies developed.	Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered
			Listen to longer text and more authentic foreign language material.
	Spea	aking	
Year 3	Year 4	Year 5	Year 6
Speak with others using simple words, phrases and short sentences	Communicate by asking and answering.	Take part in short conversations using sentences and familiar vocabulary.	Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience
Speak aloud familiar words or short phrases in chorus	Use a wider range of questions, using longer phrases and sentences	Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.	Present to an audience about familiar topics (e.g. role- play, presentation or read / repeat from a text or passage).
Use correct pronunciation when speaking and start to see links between pronunciation and spelling	Present short pieces of information to another person.	Understand and express simple opinions using familiar topics and vocabulary	Use connectives to link together what they say so as to add fluency.
	Apply phonic knowledge to support speaking (also reading and writing)		
	Rea	ding	
Year 3	Year 4	Year 5	Year 6
Recognise and understand familiar written words and short phrases Basic nouns and first person "I" form of simple verbs) in	Accurately read and understand familiar written words, phrases and short sentences Accurately read a wider range of familiar written words,	Read a variety of simple texts in different but authentic formats reading exercises with set questions. Increase knowledge of phonemes and letter strings	Read and understand the main points and more specific details from a variety of texts in different formats Read aloud with expression and accurate pronunciation
written text.	phrases and short sentences aloud to another person	using knowledge learnt from 'Phonics Lessons 1 to 3'.	nead aloud man expression and assurate pronunciation
Read aloud familiar words or short phrases in chorus	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'.	Understand longer passages and start to decode meaning of unknown words using cognates and context.	Decode unknown language using bilingual dictionaries
Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.	Understand most of what we read in the foreign language when it is based on familiar language		Apply knowledge of phonics lessons 1 to 4
Understand the meaning in English of short words I read in the foreign language.			

	Wr	iting	
Year 3	Year 4	Year 5	Year 6
Know that words and short phrases can be used to write, using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank)	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.
Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns)	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate	Learn to manipulate the language and be able to substitute words for suitable alternatives	Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)
		Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary	Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant) Incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives
			and possessive adjectives
		nmar	l
Year 3	Year 4	Year 5	Year 6
Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied	Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.	Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.	Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.
	Introduce and use the negative form.	Use the negative form, possessives and connectives.	Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.
	Begin to look at what a fully conjugated verb looks like	Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant
	Intercultural I	Jnderstanding	
Year 3	Year 4	Year 5	Year 6
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		Celebrations

Progression map through the Teaching Types of Language Angels

EARLY LANGUAGE TEACHING TYPE

Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc. Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long-term.



Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.



Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. We also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.



Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice-cream'. We begin to move from single words to short, simple phrases.

SPEAKING



Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. We move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit. Pupils will use these more expanded speaking structures in units including: 'Pets', 'Family', 'My Home', 'Habitats', 'Romans', 'The Date', 'The Weather', 'Clothes' etc.



Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning. Pupils will also start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people). This expansion of spoken tasks takes place in a number of our Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'The Planets', 'WWII'.





Pupils will engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. Pupils will learn to both ask and answer a variety of simple key questions in the target language: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.'

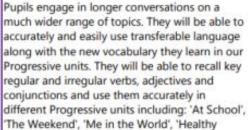
INTERMEDIATE TEACHING TYPE

Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units. Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'.

Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?" etc.

PROGRESSIVE TEACHING TYPE

Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. Personal details and core key phrases are now embedded and are used frequently in combination with the extra new language taught in each of our Progressive units without the need to revisit the core language first.



Lifestyles', 'The Planets', 'WWII', 'Habitats'.





INTERMEDIATE TEACHING TYPE

Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.

PROGRESSIVE TEACHING TYPE

Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion in units including: 'At School' and 'The Weekend'.

mimic th repeatin memory encoura poems a

Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. Pupils are also encouraged to pronounce and recite the short poems and rhymes provided in the 'Phonetics' unit.

Pupils continue to explore, understand and mimic the patterns of sound and language. We hope that pupils will be willing to attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point.

Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set.

PROGRESSIVE TEACHING TYPE

Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understanding better what they hear and use their skills to "gist" listen to unknown target language to complete the tasks set.

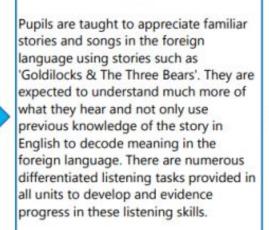


and/or words that they have been

development of listening skills takes place in all of our Early Language units.)

taught in their lessons. (NB: This

Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in the foreign language. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills.



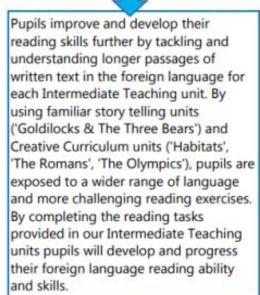


Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: 'Me in the World', 'WWII', 'The Olympics', 'At School', 'The Weekend', 'The Planets' and 'Healthy Lifestyles' to evidence learning and progression in their listening skills.

Pupils learn to gist read by "hunting" for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with. This takes place in many Early Language units and also some Creative Curriculum units that contain slightly more text, as in our 'Ancient Britain' unit.

INTERMEDIATE TEACHING TYPE

Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.



PROGRESSIVE TEACHING TYPE

Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. Units such as 'Me in the World', 'WWII', 'The Planets', 'The Olympics' and 'The Vikings' feature extended passages of foreign language text for pupils to read and decode.



Pupils will now be able to read ageappropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding). Learning and progression in reading is evidenced by pupils being able to complete reading tasks in our Progressive Teaching units containing more complicated and, at times, unknown/unseen language from other themes and topics.



Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles). Extra challenge writing activities are provided in some Early Language units where pupils are encouraged to attempt to spell and write some simple words and vocabulary from memory.

Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc.

INTERMEDIATE TEACHING TYPE

Pupil will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary taught in our Intermediate Teaching units. Sentences will include the correct use nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.

Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement. Pupils learn to write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary from topics such as: 'Family', 'Pets', 'My Home', 'Clothes' and 'The Date'. For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters." etc. Completing these more challenging written tasks provides evidence of pupil progression in their writing skills. Pupils also learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'.

PROGRESSIVE TEACHING TYPE

Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.

Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Using topics such as 'At School', 'The Weekend', 'Me in the World' and 'Healthy Lifestyles' we use a variety of writing tasks and activities encouraging pupils to create multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic foreign language text. In our Progressive Teaching units we encourage pupils to produce their written work from memory with support and practice over time. Completion of the various written tasks provided in our Progressive Teaching units will evidence the learning and progression pupils are making in developing their writing skills.







Pupils are encouraged to challenge themselves in their foreign language learning. This includes, amongst other linguistic challenges, attempting translations. The ability to translate from the foreign language into English is an important writing skill. Our Early Language Teaching units teach pupils how to translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy.

INTERMEDIATE TEACHING TYPE

In Intermediate Teaching units pupils are encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.

Intermediate Teaching units encourage pupils to create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.

Our Intermediate Teaching units require pupils to translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language. We also teach pupils how to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Being able to use a dictionary also helps to improve general knowledge of vocabulary and expands the general knowledge of the language we teach in our units. Examples: Looking up other animals/pets, other rooms of the house, other conjunctions / connectives etc.

PROGRESSIVE TEACHING TYPE

In Progressive Teaching units pupils should b able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.

Pupils should now be able to write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular). Our Progressive 'Regular Verbs' and 'Irregular Verbs' units help pupils better understand pronouns and what a fully conjugated verb looks like in the foreign language.

Translating longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy is required in our Progressive Teaching units. Pupils are expected to use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives. adjectival agreement and both regular and irregular verb conjugations. Some pupils may also start to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class. Pupils are encouraged to combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills. Pupils learn to describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy though units such as: 'At School', 'The Weekend' and 'The Vikings'.

To understand the concept of gender.

To start to understand the concept of nouns and articles.

To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.

INTERMEDIATE TEACHING TYPE

To understand better the use of the possessives, first person and possibly other forms too.

To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.

To learn ow to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like "and" and "but".

To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not.

To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.

PROGRESSIVE TEACHING TYPE

To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.



Pupils will be introduced to the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.

Half Termly Component of Learning Overview per year group

Early Language	Autumr	Torm	Spring	; Term	Summe	er Term	
Intermediate	Autuilli	i ieiiii	Spring	, reiiii	Sullillie		
Progressive Extra Teaching	(1)	(2)	(1)	(2)	(1)	(2)	
	La fonética 1						
Year 3	Aprendo español I am learning Spanish	Los animales Animals	Las verduras <i>Vegetables</i>	Sé I know how to	Los helados (Ice-cream)	La fruta (Fruit)	
	La fonética 1&2	Mi familia	En la cafeteria At the café	La clase In the classroom	¿Qué tiempo hace?	Me present	
Year 4	Me presento To present yourself	My family			What is the weather?	Presenting myself	
Year 5	La fonética 1, 2 & 3	Los juegos olimpicos	La fecha	¿Tienes una mascota?	Mi casa	La Ropa	
Teal 3	Hábitats <i>Habitats</i>	Sports/Olympics	Saying the date	Do you have a pet?	Rooms/Home	Clothes	
Year 6	La fonética 1, 2, 3 & 4						
	Tradiciones y	En el colegio	El fin de semana Weekend	En la ciudad	Comer sano	Yo en el mundo	
	Celebraciones	At School	activities	Around town	Healthy Lifestyles	Me in the World	
	Traditions &		detivities				
	Celebrations						

	YR	Component of Learning	Key Primary Theme	Detail
		La fonética 1	Phonic Sounds and	ch j ñ II rr Pronunciation of Spanish vowels
		La folletica I	Phonemes	Pronunciation of specific letter strings in Spanish
		Amanda assa % al		The use of accents in Spanish – accents indicate the vowel is stressed
		Aprendo español I am learning Spanish	Vocabulary	Language necessary to use key greetings, ask and answer questions 'how are you?', 'what is your name?'
		Lacarinala	Grammar	Nouns, gender, articles/determiners and verbs Nouns in Spanish can have different articles based on their gender
		Los animales Animals	Vocabulary	soy = I am The subject pronoun 'yo(I) is often omitted in Spanish. You can tell who is
			Vocabulary	doing the action because of the verb
		Las verduras	Grammar	Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish.
	3	Vegetables	Vocabulary	10 common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please, thank you, hello, can I have.
		Sé	Grammar	Model verb plus infinitive. Learning that Sé (which comes from the modal verb saber and translates as 'I know how') is ALWAYS followed by a verb in its infinitive form in Spanish.
		(I know how)	Vocabulary	First person conjugation of the modal verb saber (to know how), in the positive and negative.
		Los helados (Ice-cream)	Grammar	Nouns, gender and high-frequency verb. Nouns in Spanish are either masculine or feminine. There are different words for a/an depending on the gender of the noun
			Vocabulary	Flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream e.g. cone or small pot
		La fruta	Grammar	Plural of the definite article/determiner which has two forms: un and una
		(Fruit)	Vocabulary	Use of positive and negative form to ask and answer questions in Spanish
Key Stage 2				
Sta		La fonética 1 & 2	Phonic Sounds and Phonemes	ch j ñ II rr / ca ce ci co cu Pronunciation of Spanish vowels
Key				Pronunciation of specific letter strings in Spanish
				The use of accents in Spanish – accents indicate the vowel is stressed
			Grammar	Adjectival agreement – adding an 'a' to the end of the adjective to show that the person talking or being described is female
		Me presento To present yourself		Revisiting of numbers 1-10
		To present yourseij	Vocabulary	New language to ask and answer the questions related to basic personal details
		Mi familia	Grammar	Nouns, articles/determines and possessive adjectives, with a focus only on 'my'. There are two ways to say my 'mi' and 'mis
		Mi familia My family	Vocabulary	Nouns and determiners for family members and numbers from 1-100 to say
			Grammar	how old somebody is Nouns are categorised by their determiner.
	4	En la cafeteria At the café		Singular nouns to plural in Spanish. Vocabulary linked to food, snacks and drinks. The transactional language
			Vocabulary	required to order and pay for food.
		La clase	Grammar	Nouns, gender, articles/determiners and use of the negative. Revisit tengo (I have) to the negative no tengo (I do not have)
		In the classroom	Vocabulary	Nouns and articles for common classroom objects. Applying grammar knowledge of tengo (I have) to the negative no tengo (I do not have)
		¿Qué tiempo hace?	Grammar	Use of hay and hace (to do/make) with weather phrases
		What is the weather?	Vocabulary	Weather phrases and structures when asking and answering questions about the date. Compass points
		Me Presento	Grammar	Adjectival agreement. An introduction to the concept of adjectival agreement in the simplest form in Spanish. Adding an 'a' to the end of the adjective to show that the person talking or being described is female. A
		Presenting Myself	Vocabulary	Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus, new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality)

	YR	Component of Learning	Key Primary Theme	Detail
				ch j ñ II rr /ca ce ci co cu/ga ge gi go gu
		La fonética 1, 2 & 3	Phonic Sounds and	Pronunciation of Spanish vowels
			Phonemes	Pronunciation of specific letter strings in Spanish The use of accents in Spanish – accents indicate the vowel is stressed
			Guarana au	Verbs. Exploring the 3rd person conjugation of the verb CRECER and
		Hábitats	Grammar	VIVIR. Two regular -er and -ir Spanish verbs in the present tense
		Habitats	Vocabulary	Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat
				Articles and determiners linked to Olympic sports and how to write phrases
		Los juegos olimpicos	Grammar	describing an Olympian by their performance sport.
		Sports/Olympics	Vocabulary	Understand agreement rules better and that nouns can change spelling depending on the gender of a person they are describing
	5	La fecha	Grammar	Days of the week and months of the year do not have capital letters unless they are at the start of a sentence
		Saying the date	Vocabulary	7 Days of the week, 12 months of the year and key questions and phrases including the date
		¿Tienes una mascota?	Grammar	Common pets and their determiners. Plus conjunctions 'pero' meaning but
		Do you have a pet?	Vocabulary	Role of gender in the choice of determiners un / una and tengo / no tengo
			Grammar	Key linguistic structures En mi casa hay (In my house there is) En mi casa
		Mi casa		no hay (In my house there is not)
		Rooms/Home	Vocabulary	Understand how to use the negative. 1 st person conjugation of high frequency verbs vivo (I live)
			Grammar	New verb Ilevar (to wear) Ilevo (I wear)
		La Ropa Clothes		Possessive adjectives mi and mis Role of plurality in the choice of possessives
			Vocabulary	Understand adjectival agreement
				ch j ñ II rr /ca ce ci co cu/ga ge gi go gu/b v cc qu z
7		La fonética 1, 2, 3 & 4	Phonic Sounds and	Pronunciation of Spanish vowels
age		, ,	Phonemes	Pronunciation of specific letter strings in Spanish
Key Stage 2				The use of accents in Spanish – accents indicate the vowel is stressed Adjectival agreement, high frequency verbs & opinion structures.
Ke				Introduction to 3rd person singular conjugations of high frequency verbs
		Tradiciones y Celebraciones	Grammar	such as'es' (it is) and relevant verbs to the unit such as 'se celebra' (it is
		Traditions & Celebrations		celebrated)
			Vocabulary	High frequency question words such as ¿Cuándo? (When?), ¿Dónde?
				(Where?) and ¿Por qué? (Why?) Nouns, gender, definite articles & high frequency irregular verb ir. Revision
			Grammar	of definite article el , la , los and las . Full verb conjugation of the verb IR, high
		En el colegio		frequency irregular verb
		At School	Vocabulary	Positive and negative opinions in reply to the target question ¿Qué te
			,	gusta? and a variety of justifications to expand the opinion
				Verbs, conjunctions and opinions. Revision & consolidation of first person singular high frequency verbs such as voy and juego. Also being
	6	El fin de semana	Grammar	introduced to new verbs such as veo and leo and remembering that the
		Weekend activities		subject/personal pronoun is not required
			Vocabulary	A range of conjunctions and opinions to be able to fully answer the question
			,	'¿Qué haces los fines de semana?
			Grammar	Definite articles/determiners in Spanish for masculine and feminine nouns. Prepositions: examples and clear explanation of how prepositions can
		En la Cindad	Statillia	change in combination with these definite articles/determiners in Spanish
		Around town		The nouns for 10 places in Spanish in a town with a range of directions to
			Vocabulary	describe how to reach them as well as phrases for asking and answering
				where a place is located in a town
			Grammar	First person singular conjugation of high frequency verbs, use of the
		Comer sano	Grammar	negative & imperative instructions. Use of comer in first person singular and in their negative form. Different punctuation as seen with ¿ and ¡
		Healthy Lifestyles	Vocabulary	Food and beverage items that are good and bad for a healthy lifestyle
		We are all more	Grammar	Verbs & near future tense. Revisiting the 1st person conjugation of the
		Yo en el mundo Me in the World		verb ir (to go) voy with the infinitive utilizar (to use) for the near future.
			Vocabulary	

MFL – KS2	Year 3				
Key Knowledge	Key sound	ds/phonen	nes		
Key Primary Theme: Phonetics and Pronunciation Pronunciation of Spanish vowels Pronunciation of specific letter strings in Spanish The use of accents in Spanish - – accents indicate the vowel is stressed	In Castilian Spanish (castellano), this phoneme is pronounced like the 'ch' sound in the English words 'church' or 'chocolate'.	This is a tricky phoneme to pronounce in Spanish. Be careful, because it is not pronounced like the English letter j' in the word 'joke' for example. Instead, it more resembles the 'hj' sound in the English words 'hello' or 'hot'. However, the Spanish j' sound is a bit harsher and breathier and should come from the back of the throat.	The 'h' is an extra letter in the Spanish alphabet. It is an 'n' with an accent (called a tilde) on top of it and is pronounced like the 'ny' sound in the English word 'canyon'. Note that this is not to be confused with the Spanish letter 'n' without the tilde, which is pronounced like the 'n' in the English word 'net'.	The double 'II' letter combination is a signature Spanish sound/phoneme. The Spanish 'II' sound is pronounced very similarly to the 'y sound in the English words 'yeast' or 'yellow'.	Tr The double 'rr' in Spanish can be quite tricky to pronounce as this sound does not exist in English. It is like a soft rolling 'rrr', made from the tongue tapping against the roof of the mouth in very quick succession. Place the tip of your tongue on the roof of your mouth just behind your top teeth and breath out. This should make your tongue vibrate and produce the Spanish double 'rr' sound.

Component of learning: Aprendo español (I am learning Spanish)		Vocal	oulary	
Key Primary Theme:	Spanish	English	Spanish	English
Vocabulary - Language necessary to use key greetings, ask and answer	iBuenos días!	Good morningl	6 seis	six
questions 'how are you?', 'what is your name?'	iHolal	Hil/Hellol	7 siete	seven
Initial knowledge – It would be helpful to already know	¿Cómo estás?	How are you?	ocho	eight
☐ Know the location of Spain on a map	Estoy bien.	I am fine.	9 nueve	nine
☐ Recall at least 1 Spanish-speaking country.	Estoy mal.	I am not great.	10 diez	ten
Sticky knowledge: taught & assessed for end goal.	Estoy regular.	So-so.	* rojo	red
☐ Use key greetings	iAdiós!	Goodbye!	azul	blue
Ask and answer the guestion 'How are you?' and 'What is your name?' in	iHasta luego!	See you later!	amarillo	yellow
Spanish.	¿Cómo te llamas?	What is your name?	verde	green
☐ Count to 10 in Spanish.	Me llamo	My name is	negro negro	black
Read, write, say and recognise 10 colours in Spanish.	1 uno	one	blanco	white
	2 dos	two	gris	gney
	3 tres	three	naranja naranja	orange
	4 cuatro	four	morado	purple
	5 cinco	five	marrón marrón	brown

Con	nponent of learning: Los animals (Animals)		Voc	abulary	
Key	Primary Theme:				
	mmar – Nouns, gender, articles/determiners and verbs. Nouns in Spanish have different articles based on their gender	Spanish los animales	English the animals	Spanish un mono	English a monkey
	abulary – soy = I am. The subject pronoun 'yo(I) is often omitted in Spanish.	un	a (masculine)	un pato	a duck
You	can tell who is doing the action because of the verb	una	a (feminine)	un ratón	a mouse
Initi	al knowledge – It would be helpful to already know	un caballo	a horse	un conejo	a rabbit
	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	un cerdo	a pig	una oveja	a sheep
	lesson 1 and vocabulary from the 'I Am Learning Spanish' unit.	un león	a lion	una vaca	a cow
	What a noun and article/determiner is in English. What a verb is and that 'I am' comes from the verb 'to be' in English.	un pájaro	a bird	Soy	I am
Stic	ky knowledge: taught & assessed for end goal.				
	Name and recognise up to 10 animals in Spanish.				
	Attempt to spell some of these nouns with their correct indefinite article.				
	Pretend that we are a particular animal using the 1st person singular of the				
	verb ser (soy = I am).				
	Nouns in Spanish can have different articles based on their gender				
	(masculine and feminine nouns)				

Component of learning: Los Instrumentos (Instruments)	Vocabulary
Key Primary Theme: Grammar – Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las.	Sponish English Ios berenjenos the aubergines Ios sepinaces the spinach Ios espinaces the spinach Ios cabollas the onions Quisiera I would like
Vocabulary – 10 common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please, thank you, hello, can I have.	los calabacines the courgettes por favor please los tomates the tomatoes y and las judios verdes the green beans (Holel Hellol
Initial knowledge – It would be helpful to already know The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1 and vocabulary from the 'I Am Learning Spanish' unit. What a noun and article/determiner is in English What a verb is in English. Sticky knowledge: taught & assessed for end goal.	los guisantes the peas Eludo ayudarte2 Con I help you?
 Name and recognise vegetables in Spanish Nouns in Spanish can have different articles based on their gender (masculine/feminine) and plurality Nouns can be categorised by their article/determiner, gender and plurality Use the high frequency verb quisiera from the verb querer, to want in 	
Spanish.	Vocabulary

Component of learning: Sé(I know how)		Voca	bulary	
Key Primary Theme:	Spanish	English	Spanish	English
Grammar – Model verb plus infinitive. Learning that Sé (which comes from the	5é	I know how	tocar un instrumento	to play an instrument
modal verb saber and translates as 'I know how') is ALWAYS followed by a verb in its infinitive form in Spanish	No sé	I do not know how	patinar	to ice-skate
Vocabulary – First person conjugation of the modal verb saber (to know how),	bailar	to dance	dibujar	to draw
in the positive and negative.	cantar	to sing	nadar nadar	to swim
Initial knowledge – It would be helpful to already know	saltar	to jump	hablar español	to speak Spanish
The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	cocinar	to cook	у	and
lesson 1.	montar en bicicleta	to ride a bike	pero	but
Language introduced from units like 'Animals', 'Instruments', 'Fruits' and	0-0			
☐ 'Vegetables'. ☐ Vocabulary from the 'I Am Learning Spanish' unit.				
What a verb is in English.				
Sticky knowledge: taught & assessed for end goal.	1			
Recognise, remember and spell 10 action verbs in Spanish.				
Use these verbs in the infinitive to form positive and negative sentence				
structures with 'sé' (I know how) and 'no sé' (I do not know how).				
☐ Attempt to combine positive and negative sentence structures to form				
longer and more complex sentences using the conjunctions 'y' (and) &				
'pero' (but).				

Component of learning: Los helados (Ice-cream)	Vocabulary			
Key Primary Theme: Grammar – Nouns, gender and high-frequency verb. Nouns in Spanish are either masculine or feminine. There are different words for a/an depending on the gender of the noun	Spanish un helada Vde vainilla Vde fresa Vde fresa	English on ice-cream vanilla flavour strawberry flavour banana flavour	Spanish un cusuruche una terrina una bela des belas	English a cone a small tub/pot one scoop two scoops
Vocabulary – Flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream e.g. cone or small pot **Initial knowledge – It would be helpful to already know The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.	.de pertocho .de choculete .de cord de limitin .de cord de cormelo .de cormelo	mint florour pistocho florour chocolate florour coffee florour lemon florour coranel florour blockberry florour	tres boles per four Bible (Qué subor? (Codetes boles? (Codete coests? gracies	three scoops please Hellal Which flavour? How many scoops? How much? Thank you
 □ Vocabulary from the 'I Am Learning Spanish' unit. Sticky knowledge: taught & assessed for end goal. □ Name, recognise and remember up to 10 ice-cream flavours in Spanish. □ Attempt to spell some of these flavours. □ Use the structure 'quisiera' plus an ice-cream flavour. □ Say whether we would like a cone or pot and possibly how many scoops. □ Learn how to say 'please' and 'thank you' in Spanish. 	Quitiens y	I would like	i Adidal	Goodbyel

Component of learning: La fruta (Fruit)	Vocabulary
Key Primary Theme:	Spanish English Spanish English
Grammar – Plural of the definite article/determiner which has two forms: un	una manzana an apple las manzanas the apples
and una	una fresa a strawberry las fresas the strawberries
Vocabulary – Use of positive and negative form to ask and answer questions in	un melocotón a peach los melocotones the peaches
Spanish	un plátano a banana los plátanos the bananas
Initial knowledge – It would be helpful to already know	una cereza a cherry as las cerezas the cherries
	una naranja an orange las naranjas the oranges
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	una ciruela a plum las ciruelas the plums
lesson 1.	una pera a pear las peras the pears
☐ Vocabulary from the 'I Am Learning Spanish' unit.	un kiwi a kiwi los kiwis the kiwis
☐ What a noun and article/ /determiner is in English.	un albaricoque an apricot los albaricoques the apricots
☐ What a verb is in English.	Me gustan I like
Sticky knowledge: taught & assessed for end goal.	No me gustan I do not like
☐ Name, recognise and remember up to 10 fruits in Spanish.	
Attempt to spell some of these nouns with their correct article/determiner.	
☐ Ask somebody in Spanish if they like a particular fruit.	
☐ Say what fruits we like and dislike in Spanish	

MFL – KS2	Year 4				
Key Knowledge	Key sound	s/phonen	nes		
Component of learning: La fonética 1 & 2	ca	ce	ci	СО	cu
Key Primary Theme: Phonetics and Pronunciation Pronunciation of Spanish vowels Pronunciation of specific letter strings in Spanish The use of accents in Spanish Initial knowledge − It would be helpful to already know □ La fonética 1 - ch j ñ II rr Sticky knowledge to be taught & assessed for end goal. □ In Spanish the letter 'c' is pronounced as a hard 'k' sound (as in our English word 'kick') when it is followed by the vowels 'a', 'o' or 'u'. □ In Spanish the letter 'c' is pronounced as a soft 'th' sound (as in our English word 'thorn') when it is followed by the vowels 'e', or 'i'.	In Castilian Spanish (castellano), the letter combination 'ca' is pronounced like the 'ca' in the English word 'cat'. In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sould is hard (in Spanish, a 'hard c' means a sound like the 'k' in 'kick')	In Castilian Spanish (castellano), the letter combination 'ce' is pronounced	In Castilian Spanish (castellana), the letter combination 'ci' is pronounced like the 'thi' in the English word 'thief'. In Castilian Spanish, when a 'c' is followed by the vowels 'e', or 'i' the 'c' sound is soft (in Spanish, a 'soft c' means a sound like the 'th' in the English word 'thorn')	In Castilian Spanish (castellana), the letter combination 'co' is pronounced like the 'co' in the English word 'cot'. In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sound is hard (in Spanish, a 'hard c' means a sound like the 'k' in 'kick')	In Castilian Spanish (castellano), the letter combination 'cu' is pronounced like the 'coo' in the English word 'cool' In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sound is hard (in Spanish, a 'hard c' means a sound like the 'k' in 'kick')

Component of Learning: Me presento (To present yourself)			Vocabula	ary	
Key Primary Theme:	Spanish	English	Spanish	English	
Grammar - Adjectival agreement – adding an 'a' to the end of the adjective to	Buenos días!	Good morning!	Sey	I am	
show that the person talking or being described is female	iHolel	Hil/Hello!	español/española	Spanish	
Vocabulary - Revisiting of numbers 1-10	¿Cómo estás?	How are you?	inglés/inglesa	English	
,	Estoy bien.	I am fine.	galés/galesa irlandés/irlandesa	Welsh	
New language to ask and answer the questions related to basic personal details	Estoy regular.	So-so.	escocés/escocesa	Scottish	
Initial knowledge – It would be helpful to already know	Estoy muy bien.	I am great.	Soy de	I am from	
☐ The letter sounds (phonics and phonemes) from Phonics and Pronunciation	Estoy muy mal.	I am really not great.	Soy de Inglaterra,	I am from England,	
lessons 1 and 2 and core vocabulary from the 'Early Language' unit 'I am	muy	very	uno	one	
learning Spanish'	iAdiás!	Goodbye! See you later!	dos	three	
 What a verb is in English and knowledge of high frequency first person verbs 	¿Cómo te llamas?	What is your name?	custro	four	
	Me Ilama	My name is	cinco	five	
such as soy (I am), tengo (I have) and vivo (I live)	¿Cuántos años tienes?	How old are you?	seis	six	
Sticky knowledge: taught & assessed for end goal.	Tengo años,	I am years old,	siete	seven	
☐ The ¿ is used a the beginning of all questions in Spanish (no exceptions!)	¿Dónde vives?	Where do you live?	ocho	eight	
☐ Use basic greetings in Spanish, ask somebody how they are feeling and reply	VIVO EN	I live in		Spanish	English
when asked				nueve	nine
Ask somebody their name in Spanish and reply when asked.				once	eleven
				doce	twelve
				trece	thirteen
being described is female				catorce	fourteen
 Express our nationalities in Spanish and understand basic gender agreement 				quince	fifteen
rules				dieciséis	sixteen
Recall numbers 1-20 in Spanish.				dieciocho	eighteen
•				diecinueve	nineteen
				veinte	twenty

Component of Learning: Mi familia (My family)		Vo	cabulary	
Key Primary Theme:	Spanish	English		
Grammar – Nouns, articles/determines and possessive adjectives, with a focus	la familia	the family	Spanish (Tienes hermanos)	English Do you have any siblings?
	is madre	the mather the grandmather	Sí, tengo un hermano.	Yes, I have a brother.
only on 'my'. There are two ways to say my 'mi' and 'mis	la tía	the ounty	Si, tengo una hermana,	Yes, I have a sister.
Vocabulary - Nouns and determiners for family members and numbers from 1-	la hermana mayor	the older sister	Sí, tengo dos hermanos.	Yes, I have two brothers.
100 to say how old somebody is	is hermons menor	the younger sister	Si, tengo dos hermanas.	Yes, I have two sisters.
Initial knowledge – It would be helpful to already know	el hermono	the brother	No, say hijo único.	No, I am an only child (male). No, I am an only child (female).
	al podre	the father	No, say hija única.	No, I am an only child (female). How old is he/she?
☐ The letter sounds (phonics and phonemes) for lessons 1 and 2	el abuelo	the grandfather	Tiene _ offos.	He/she is years old.
☐ Vocabulary from the Aprendo español' and 'Me presento' units	los padres	the porents		
☐ What a verb is in English and be familiar with the 1 st person singular form soy	las abuelos	the grandparents the sisters		
(lam), tengo (I have) vivo (I live) and me llamo (my name is)	¿Cómo se llama?	What is he/she colled?		
	se llama	he/she is called		
Sticky knowledge: taught & assessed for end goal.	=	my (singular family members)		
☐ Know the nouns with their articles/determiners for different family members	nis	my (plural family members)		
☐ Know that there are two ways to say 'my' in Spanish 'mi' and 'mis'				
☐ Understand possessive adjectives better in Spanish				
The articles/determiners 'el' and 'la' are dropped when we speak of close,				
biological family members in the singular form.				

Cor	nponent of learning: En la cafeteria (At the café)		Voca	bulary	
Key	Primary Theme:	Spanish	English	Spanish	English
Gra	mmar – Nouns are categorised by their determiner. Singular nouns to plural	un bocadillo de jamón	a ham sandwich	un café con leche	a coffee with milk
	panish	un bocadillo de queso	a cheese sandwich	un té	a tea
	abulary - Vocabulary linked to food, snacks and drinks. The transactional	un pastel de limán	a lemon tart	un zumo de naranja	an orange juice
	guage required to order and pay for food.	unos churros	some churros	caliente	a hot chocolate
		unos calamares una tortilla	some calamani a Spanish omelette	una limonada una coca cola	a lemonade
	ial knowledge – It would be helpful to already know	de patatas una ensalada mixta	a mixed salad	iHolal	Hellol
	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	una paella	a poella	iAdiósi	Goodbyel
	lessons 1 and 2.	una tarta de chocolate	a chocolate cake	€Qué deseas?	What would you like?
	Vocabulary from the Early Learning units and the Intermediate unit	una crema catalana	a crème brûlée	quisiera	I would like
	'Presenting Myself'.	unas gambas	some prowns	gracias por favor	thank you please
	What a noun and article/determiner is in English.	unas crequetas	some patatas bravas	y por tovor	and
	What making a noun 'plural' means.	un café	a coffee	la cuenta	the bill
	How to say 'hello', 'goodbye', 'please' and 'thank you' in Spanish				
Stic	ky knowledge: taught & assessed for end goal.				
	Recall from memory a wider range of nouns and indefinite articles/				
	determiners for common foods, snacks and drinks in a typical Spanish				
	cafetería, improving our cultural knowledge of Spain.				
	Understand better how to make nouns plural in Spanish.				
	Improve our knowledge of Spanish currency.				
	Order in Spanish what we would like to eat and drink in a role-play				
	Nouns in Spanish can be categorised by their determiner				
	Know how to make singular nouns plural so that more than one of each				
	item can be ordered from the choice of food, snacks and drinks				

Cor	nponent of learning: La clase (In the classroom)			Vocabi	ulary	
Key	Primary Theme:		Spanish	English	Spanish	English
Gra	mmar – Nouns, gender, articles/determiners and use of the negative. Revisit	27	un libro	a reading book	tengo	I have
ten	go (I have) to the negative no tengo (I do not have)		un cuaderno	an exercise book	no tengo	I do not have
	abulary - Nouns and articles for common classroom objects. Applying		un lápiz	a pencil	¿Qué tienes en tu estuche?	What do you have in your pencil case?
gra	mmar knowledge of tengo (I have) to the negative no tengo (I do not have)		un bolígrafo	a pen	En mi estuche tengo	In my pencil case I have
Init	ial knowledge – It would be helpful to already know		un sacapuntas	a sharpener	En mi estuche no tengo	In my pencil case I do not have
	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'		un estuche	a pencil case	mi	my (singular nouns)
_	lessons 1 and 2.		una calculadora	a calculator	mis	my (plural nouns)
		Lo	una barra de pegamento	a glue stick	У	and
	Vocabulary from the 'Early learning Units' units.		una regla	a ruler		
	That tengo means I have and comes from the verb to have tener in		una goma	a rubber		
_	Spanish.		una mochila	a rucksack		
	What a noun and article/determiner is in English.	0	unas tijeras	a pair of scissors		
	What a verb is in English.					
Stic	ky knowledge: taught & assessed for end goal.					
	Recall from memory a selection of nouns and indefinite articles for					
	common classroom objects.					
	Learn how to use the negative in Spanish.					
	Describe what we have and do not have in our pencil case.					
	Respond to simple classroom commands					
	The subject pronoun 'yo' is often omitted in Spanish.					

Cor	nponent of learning: ¿Qué tiempo hace? What is the weather?		Voca	abulary	
Key	Primary Theme:	Spanish	English	Spanish	English
Gra	mmar – Use of hay and hace (to do/make) with weather phrases	¿Qué tiempo hace?	What is the weather?	Hace frio.	It is cold.
Voc	abulary - Weather phrases and structures when asking and answering	Está lloviendo.	It is raining.	Hace calor.	It is hot.
que	stions about the date. Compass points	Está nevando.	It is snowing.	En el norte de España	In the north of Spain
Init	ial knowledge – It would be helpful to already know	Hay tormenta.	There is a storm.	En el sur de España	In the south of Spain
	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	Hace sol.	It is sunny.	En el centro de España	In the centre of Spain
	lessons 1, 2 & 3.	Hace mucho viento.	It is windy.	En el oeste de España	In the west of Spain
	Language introduced from Early Learning units.	Hace buen tiempo.	The weather is fine.	En el este de España	In the east of Spain
	Vocabulary from 'Me presento' unit (Intermediate), how to say your	Hace mal tiempo.	The weather is not good.	el clima	the weather
	name, age, where you live and nationality.				
Stic	ky knowledge: taught & assessed for end goal.				
	Recognise and recall the 9 weather expressions in Spanish from memory.				
	Ask what the weather is today and give a reply in Spanish.				
	Describe the weather in Spain, in Spanish using a weather map with symbols				
	Often in different languages, like in Spanish, structures can be unique to				
	that language.				
	Understanding it is not always a word for word translation and there can				
	be fixed expressions to learn.				

Cor	nponent of learning:			Vocal	bulary		
Me	presentopresenting myself						
Kev	Primary Theme:	Spanish	English	Spanish	English	Spanish	English
	mmar - Adjectival agreement. An introduction to the concept of adjectival	iBuenos dias!	Good morning!	Soy	I on	nueve	nine
	, ,	liHolel	Hil/Hello!	español/española	Spanish	diez	ten
agr	eement in the simplest form in Spanish. Adding an 'a' to the end of the	¿Cómo estás?	How are you?	inglés/inglesa	English	once	eleven
adj	ective to show that the person talking or being described is female.	Estoy bien. Estoy mal.	I om fine.	galés/galesa irlandés/irlandesa	Welsh	doce	twelve
Voc	abulary - Numbers 1-10 will be revisited along with the language to express	Estay regular.	50-so,	escocés/escocesa	Scottish	catorce	fourteen
	you are feeling. Plus, new language to ask and answer the questions	Estoy muy bien,	I om great.	Soy de	I am from	quince	fifteen
		Estoy muy mal,	I om really not great.	Say de Inglaterra,	I am from England.	dieciséis	sixteen
rela	ted to basic personal details (name, age, where you live and nationality)	muy	very	uno	one	diecisiete	seventeen
Init	ial knowledge – It would be helpful to already know	iAdiós!	Goodbyel See you later!	dos	three	diecinueve	eighteen nineteen
	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	¿Cómo te llamas?	What is your name?	custro	four	veinte	twenty
_	, ,	Ma Hamo	My name is _	cinco	five		
	lessons 1 and 2 and core vocabulary from the 'Early Language' unit 'I Am	¿Cuántos años tienes?	How old are you?	seis	six		
	Learning Spanish'.	Tengo años,	I am years old.	siete	seven		
	What a verb is in English and knowledge of high frequency first person	¿Dánde vives?	Where do you live?	echo	eight		
	verbs such as soy (I am), tengo (I have) and vivo (I live)	1110 (212)					
Stic	ky knowledge: taught & assessed for end goal.						
	Use basic greetings in Spanish, ask somebody how they are feeling and						
-	reply when asked.						
	Ask somebody their name in Spanish and reply when asked.						
	, , , , , , , , , , , , , , , , , , , ,						
	Recall numbers 1-20 in Spanish.						
	Ask somebody how old they are in Spanish and reply when asked.						
	Ask somebody where they live in Spanish and reply when asked.						
	Express our nationalities in Spanish and understand basic gender						
	agreement rules.						

MFL – KS2					
Key Knowledge	Key sound	ls/phoner	nes		
Component of learning: La fonética 1, 2 & 3					
Key Primary Theme: Phonetics and Pronunciation			1,00	Cons	
Pronunciation of Spanish vowels	ga	ge	gı	go	gu
Pronunciation of specific letter strings in Spanish	In Castilian Spanish	In Castilian Spanish, the letter	In Castilian Spanish, the letter	In Castilian Spanish, the letter	In Castilian Spanish, the letter
The use of accents in Spanish	(castellano), the	combination 'ge' is pronounced like	combination 'gi' is pronounced	combination 'go' is pronounced like	combination 'gu' is usually
Initial knowledge – It would be helpful to already know	'ga' is pronounced the like the 'ga' in the Er English word 'h	he 'ga' in the English word 'hello'.	similarly to the English pronoun 'he'.	the 'go' in the English word 'golf'.	pronounced like the 'ghou' in the English word
☐ La fonética 1 - ch j ñ II rr					
☐ La fonética 2 - ca ce ci co cu	'garage'	In Spanish, when a	In Spanish, when a	In Spanish, when a 'g' is followed by	'ghoul'.
Sticky knowledge to be taught & assessed for end goal.	In Spanish, when a	'g' is followed by the vowels	'g' is followed by the vowels	the vowels 'a', 'o' or 'u', the	In Spanish, when a
☐ In Spanish, the letter 'g' is pronounced as a hard 'g' sound (as in our English	the vowels	'e', or 'i', the 'g'	'e', or 'i', the 'g'	'g' sound is hard	the vowels
word 'got') when it is followed by the vowels 'a', 'o' or 'u'.	'a', 'o' or 'u', the 'g' sound is hard	sound is soft. (in Spanish, a 'soft g'	sound is soft. (in Spanish, a 'soft g'	(in Spanish, a 'hard g' means a sound	'a', 'o' or 'u', the 'g' sound is hard
☐ In Spanish the letter 'g' is pronounced as a soft 'h' sound (as in our English	(in Spanish, a 'hard g' means a sound	is pronounced like an English 'h' in	is pronounced like an English 'h' in	like the 'g' in 'green')	(in Spanish, a 'hard g' means a sound
word 'hot') when it is followed by the vowels 'e', or 'i'.	like the 'g' in 'green')	the word 'hot' but raspier and from	the word 'hot' but raspier and from	(Marie part)	like the 'g' in 'green')
☐ The pronunciation of the soft 'g' sound in Spanish is similar to our English 'h'	giceii)	the back of the	the back of the		greeny
sound but throaty and raspier! It is pronounced the same as the Spanish 'j'		throat.	throat.		
sound					

Component of Learning: Hábitats (Habitats)		Voca	bulary	
Key Primary Theme:			1	
Grammar – Verbs. Exploring the 3rd person conjugation of the verb CRECER and	Spanish	English	Spanish	English
VIVIR. Two regular -er and -ir Spanish verbs in the present tense	los hábitats	the habitats	la Groenlandia	Greenland
Vocabulary - Key vocabulary based on the 5 types of habitats presented in the unit	Los animales y las plantas necesitan refugio	The animals and the plants need	el camello el conejo	the camel
and the 5 animals and plants that live in each habitat	comida	food	el oso polar	the polar bear
Initial knowledge – It would be helpful to already know	aire	cir	el mono araña	the spider monkey
, ,	sol	sun	el tiburón	the shark
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	agua ogua	water	vive	(he/she/it) lives
lessons 1 and 2.	la selva tropical	the tropical rainforest	viven	(they) live
☐ Vocabulary from the Early Learning units.	el campo	the meadow	en	in
☐ Different strategies on how to decode unknown text from units such as	el océano	the ocean	las algas	the seaweeds
'Ricitos de Oro', 'La casa Tudor' and/or 'Caperucita Roja'	el desierto	the desert	los érboles altos	the tall trees
Sticky knowledge: taught & assessed for end goal.	el Ártico	the Arctic	los arbustos	the bushes
, , , , , , , , , , , , , , , , , , , ,	es un hábitat en	is a habitat in	los coctus	the cacti
Say and write the key elements that animals and plants need to survive.	el Sahara	the Sahara	las plantas resistentes	the hardy plants
☐ Name the 5 most common types of habitats.	el Amazonas	the Amazon	crece	(he/she/it) grows
Name an animal and a plant that live and grow in each type of habitat	el parque national South Downs	the South Downs national park	crecen	(they) grow
, , , , , , , , , , , , , , , , , , , ,	el Océano Pacifico	the Pacific Ocean		
☐ Verbs can be spelt differently depending on who is doing the action.				

Component of Learning: Los juegos olimpicos (Sports/Olympic	s)		Vocab	oulary	
(ey Primary Theme:			5.01	-	1
Grammar – Articles and determiners linked to Olympic sports a	nd how to write	Spanish Los juegos olímpicos	English The Olympic Games	el tiro con arco	archery
phrases describing an Olympian by their performance sport		Los juegos olímpicos Los juegos olímpicos antiguos	The ancient Olympic Games	el triatlón	triathlon
	s can change			procticor	to practise/do
ocabulary - Understand agreement rules better and that noun	•	Los juegos olímpicos modernos	The modern Olympic Games	Practico atletismo.	I proctise/do athletics.
pelling depending on the gender of a person they are describing	ng	la equitación	horse riding	Practico boxeo.	I practise/do boxing.
nitial knowledge – It would be helpful to already know		la esgrima	fencing	Practico salto de trampolín.	I practise/do diving.
The letter sounds (phonics & phonemes) from 'Phonics & F	Pronunciation'	la natoción	swimming	Practico ciclismo,	I practise/do cycling.
lessons 1, 2 & 3.		el remo	rowing	Practice tire con arce,	I practise/do archery.
Language introduced from Early language and intermediat	e units	el atletismo	athletics		
Understand what an article/determiner, noun, verb and ac		el boxeo	boxing		
English and the basic riles of adjectival agreement in Spani	•	el ciclismo	cycling		
How to decode longer, unknown texts in Spanish	311	el salto de trampolín	diving		
Sticky knowledge: taught & assessed for end goal.					
Understand the key fact of the ancient and modern Olymp	ic games				
Learn 10 nouns with the correct article//determiners for C	lympic sports				
Know the present tense conjugation of the high frequency	verb 'practicar'				
Know the gendered nouns and the agreement rules involved.	ed when				
describing a male or female Olympian					
☐ When saying that you play a sport in Spanish, the verb 'pra	octicar' is normally				
used.	ictical is not many				

Component of Learning: La fecha (Saying the date)	Vocabulary
Key Primary Theme:	Spanish English Spanish Spanish
Grammar –Days of the week and months of the year do not have capital letters	la fecha the date agosto 14 catorce
unless they are at the start of a sentence	los días de la semana the days of the week septiembre guince
Vocabulary - 7 Days of the week, 12 months of the year and key guestions and	mortual Screen Control
	martes Tuesday noviembre diecisiete miércoles Wednesday diciembre diecisiete
phrases including the date	jueves Thursday uno 19 diecinueve
Initial knowledge – It would be helpful to already know	viernes Friday dos veinte
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	sábado Saturday 3 tres 21 veintiuno
lessons 1, 2 & 3	domingo Sunday 4 cuatro 22 veintidás
☐ Language introduced from Early Language units & numbers 1-31	¿Qué fecha es hoy? What is the date today? 5 cinco 23 veintitrés
☐ Vocabulary from the Intermediate unit 'Me presento', including how to	Hoy es Today is 6 seis 24 veinticuatro
say your name and age in Spanish.	enero January 7 siete 25 veinticinco
, ,	february ocho 26 veintiséis
Sticky knowledge: taught & assessed for end goal.	marzo March 9 nueve 27 veintisiete
Months of the year(and days of the week) do not have a capital letter unless	abril April 10 diez 28 veintiocho
they are found at the start of a sentence	moyo May 1 once 29 veintinueve
☐ A ¿ us used at the beginning of a question – no exceptions!	Trenta
☐ Know that there are 7 days in a week	julio July 13 trece 31 treinta y uno
☐ Know that there are 12 months of the year	
Recognise and recall numbers 1-31 in Spanish	

Component of Learning: ¿Tienes una mascota? (Do you have a pet?)	Vocabulary				
Key Primary Theme: Grammar – Common pets and their determiners. Plus conjunctions 'pero' meaning but Vocabulary - Role of gender in the choice of determiners un / una and tengo / no tengo Initial knowledge – It would be helpful to already know ☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	Spanish un perre un gate un coneja un hámster un pez un ratén un a cotorna	English a dog a cat a rabbit a hamster a fish a mouse a parrot / parakeat	Spanish Tengo No tengo Tengo un Tengo una que se lloma y	English I have I do not have I have a (mesculine) I have a (feminine) that is called and but	
lessons 1 and 2 and vocabulary from the Early Language units. Vocabulary from 'Me presento' and 'Mi familia' units. The difference between a definite and indefinite article/determiner. That nouns in Spanish have gender and this has an impact on the determiner. Sticky knowledge: taught & assessed for end goal.	una tortuga	a tortoise			
 Know the nouns and indefinite articles for 8 common pets. Know how to ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences 					

com	olex and interesting sentences				
		1			
Compone	nt of Learning: Mi casa (Home)		Voc	abulary	
Key Prima	ary Theme:	Spanish	English	Spanish	English
Grammar	 Key linguistic structures En mi casa hay (In my house there is) En 	¿Dónde vives?	Where do you live?	una cocina	a kitchen
mi casa no	o hay (In my house there is not)	Vivo en	I live in	un comedor	a dining room
Vocabular	ry - Understand how to use the negative. 1st person conjugation of	una casa	a house	un cuarto de baño	a bathroom
high frequ	uency verbs vivo (I live)	un piso	an apartment	un dormitorio	a bedroom
Initial kno	owledge – It would be helpful to already know	en la ciudad	in town	un lavadero	a utility room
☐ The I	etter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	en el campo	in the countryside	un sótano	a basement
lesso	ns 1 and 2.	en la montaña	in the mountains	un despacho	an office / a study
□ Voca	bulary from the Early Learning units.	en la costa	by the sea	un salón	a living room
	bulary from 'Presenting Myself', 'My Family' and 'Do You Have a Pet?'	en un pueblo	in a village	un garaje	a garage
	able to present ourselves, talk about our/a family and pets.	En mi casa hay	In my home there is / there are	un jardín	a garden
	owledge: taught & assessed for end goal.	En mi casa no hay	In my home there is not / there are no	у	and
	ble to say and write in Spanish whether we live in a house or an				
	tment.				
	v how to say the room we have and do not have at home using the key				
_	ture en mi casa hay and en mi casa no hay				
	the conjunction y to link two sentences together.				
_	ised at the start of a question.				
<u> </u>	iseu at the start of a question.				

Cor	nponent of Learning: La Ropa (Clothes)	Vocabulary				
Key	Primary Theme:	Spanish	English	Spanish	English	
Gra	mmar – New verb llevar (to wear) llevo (I wear). Possessive adjectives mi and	yo Ilevo	I wear	una camisa	a shirt	
mis		tú llevas	you wear	una gorra	а сар	
Voc	cabulary - Role of plurality in the choice of possessives. Understand adjectival	él lleva	he wears	unos guantes	a pair of gloves	
agr	eement	ella lleva	she wears	unas botas	a pair of boots	
Init	ial knowledge – It would be helpful to already know	nosotros llevamos	we wear (masculine & mixed group)	unas medias	a pair of socks / tights	
	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	nosotras llevamos	we wear (all feminine group)	unas sandalias	a pair of sandals	
	lessons 1 and 2 and vocabulary from the Early Learning units and in particular	vosotros lleváis	you all wear (masculine & mixed)	onas gafas	a pair of glasses	
	colours and simple adjectival agreement (nationality in 'Me presento').	vosotras Ileváis	you all wear (feminine)	unos pantalones cortos	a pair of shorts	
	Nouns have gender and this has an impact on other words in a sentence –	ellos llevan	they all wear (masculine & mixed)	unos zapatos	a pair of shoes	
	like the spelling of the adjective.	ellas llevan	they all wear (feminine)	unos calcetines	a pair of socks	
	Know the differences between definite and indefinite articles.					
	Be able to recall the vocabulary to describe weather					
Stic	ky knowledge: taught & assessed for end goal.					
	Know the regular 'ar' whole verb present tense conjugation of the verb					
	LLEVAR to describe what you and possibly somebody else is wearing.					
	Know how the possessive adjective 'my' in Spanish can be used and describe					
	clothes in terms of colour.					

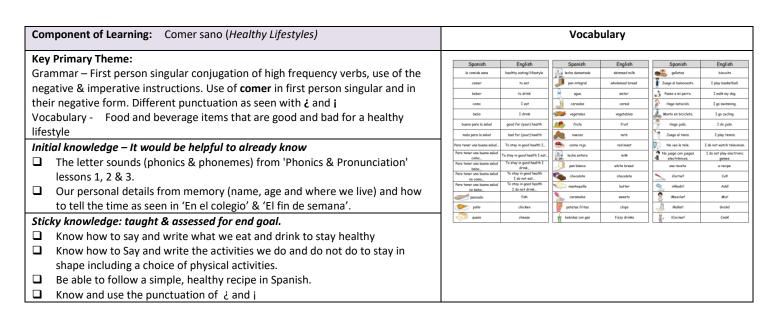
MFL – KS2	Year 6					
Key Knowledge	Key Vocabulary					
Component of learning: La fonética 1, 2, 3 & 4						
Key Primary Theme: Phonetics and Pronunciation	b		V	СС	qu	Z
Pronunciation of Spanish vowels	In Castilian	In Castil		In Castilian	In Castilian	In Castilian
Pronunciation of specific letter strings in Spanish	Spanish (castellano)		the letter t	Spanish, the letter combination 'cc' is	Spanish, the letter combination 'qu' is	Spanish, the letter 'z' is pronounced
The use of accents in Spanish	letter 'b' is pronounced		nced like lish	pronounced as two separate	pronounced like the 'k' in the	in the same way as the Spanish soft 'c'
Initial knowledge – It would be helpful to already know	the 'b' in the	equivale	ent.	sounds: 'k-th'.	English word 'kick' or 'kettle'.	sound we have seen previously.
☐ La fonética 1 - ch j ñ II rr	' <u>b</u> oy' or ' <u>b</u> ag	pronour	nced like	The first 'c' is	or kettle.	It is pronounced in
☐ La fonética 2 - ca ce ci co cu	In Castilian	the 'b' so the Engl	ound in lish words	pronounced as a hard 'c' like the 'k'		the same way as we pronounce the
☐ La fonética 3 - ga ge gi go gu	Spanish	' <u>b</u> oy' or	' <u>b</u> ag'.	in the English		'th' in the English words 'thorn' or
Sticky knowledge to be taught & assessed for end goal.	(castellano), most import	nt In Castil		word 'kick'.		'thing'.
☐ This group of letters is more disparate but still represents sounds/phonemes	thing to rem about	mber Spanish (castella		The second 'c' is pronounced as a		
that are common in Spanish and quite different to what we are used to as	pronouncing letters 'b' an		portant remember	soft 'c' which		
English speakers.	that they are	about	ncing the	resembles the 'th' sound in the		
When pronouncing the Spanish letters 'b' and 'v', in Castilian Spanish, they are pronounced exactly alike	pronounced exactly alike.	letters 'b	b' and 'v' is y are	English word 'thorn'. Since a 'c' only becomes soft		
providence characty anno		pronour exactly a		when followed by the vowels 'e' or 'i'.		
				the letter		
				only exists when		
				followed by 'e' or 'i'.		

Component of Learning: Tradiciones y Celebraciones Traditions & Celebrations	Vocabulary						
Key Primary Theme:	Spanish	English	Spanish	English			
Grammar – Adjectival agreement, high frequency verbs & opinion structures.	€Dónde?	Where?	porque	because			
Introduction to 3rd person singular conjugations of high frequency verbs such	€Cuándo?	When?	la fiesta	the festival			
as'es' (it is) and relevant verbs to the unit such as 'se celebra' (it is celebrated)	ĕPor qué?	Why?	marzo	March			
Vocabulary - High frequency question words such as ¿Cuándo? (When?),							
¿Dónde? (Where?) and ¿Por qué? (Why?)	¿Cuánto dura?	How long does it last?	abril	April			
Initial knowledge – It would be helpful to already know	¿Cuántos?	How many?	julio	July			
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	Es	It is	agosto	August			
lessons 1 and 2 and vocabulary from the Early Language units.	Se celebra	It is celebrated	noviembre	November			
☐ Vocabulary from 'Me presento' and 'la fetcha' units.	Dura	It lasts					
☐ Nouns in Spanish have gender and this has an impact on the determiner	Me gusta	I like it					
and the adjective	me gusta	I INC II					
Sticky knowledge: taught & assessed for end goal.	No me gusta	I do not like it_					
☐ Know how to use key Spanish question words related to famous traditions							
and celebrations in Spanish-speaking countries							
Respond to questions related to famous traditions and celebrations in							
Spanish-speaking countries							
☐ Know the traditions or celebrations in Spanish, using the structure Es una							
fiesta + adjective' (It is a festival)							
■ Express an appreciation of traditions and celebrations different to our own							
culture							

Component of Learning: En el colegio (At School)	Vocabulary					
Key Primary Theme:	Spanish	English	Spanish	English	Spanish	English
Grammar – Nouns, gender, definite articles & high frequency irregular verb ir.	en el colegio	at school	No me gusta	I do not like (singular)	es	itis
Revision of definite article el, la, los and las. Full verb conjugation of the verb IR,	el español	Spanish	No me guston	I do not like (plurel)	porque es_	because it is
high frequency irregular verb	al inglés	English	Odio_	I hate	porque son	because they are
Vocabulary - Positive and negative opinions in reply to the target question ¿Qué	el arte	art	Si, ne guste	Yes, I like (singular)	у	and
te gusta? and a variety of justifications to expand the opinion	la educación física	P.E	Si, me gustan	Yes, I like (pland)	pero	but
Initial knowledge – It would be helpful to already know	la música	music	Si. me enconto	Yes I love_(singular)	sin emboros	however
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	la geografia		Si me enconton.	Yes I love. (plurof)	Holel	Hellel
lessons 1, 2 & 3.	-	geography				
☐ How to give our personal details from memory (name, age and where we	la historia	history	No, no me gusta	No, I do not like (singular)	iHasta luegal	See you soon!
live).	los natemáticos	maths	No, no me gustan	No, I do not like (plural)		
Sticky knowledge: taught & assessed for end goal.	les ciencies	science	No, odio_	No, I hate		
☐ Know the names of the subjects we study in school in Spanish with the	la informática	ICT	aburrido	boring		
correct definite article/determiner.						
☐ Be able to give an opinion on the various school subjects and extend even						
further by giving a justification for that subject.						
☐ Know how to tell the time by learning how to say time by the hour.						
☐ Know the irregular, high frequency verb 'ir' (to go) in full.						

Com	ponent of Learning: El fin de semana (Weekend activities)		Voca	bulary	
Key Gran pers intro subj Voca ques	Primary Theme: mmar –Verbs, conjunctions and opinions. Revision & consolidation of first son singular high frequency verbs such as voy and juego. Also being oduced to new verbs such as veo and leo and remembering that the ect/personal pronoun is not required abulary - A range of conjunctions and opinions to be able to fully answer the stion '¿Qué haces los fines de semana? al knowledge – It would be helpful to already know The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	Me levento. Descryuno. Veo la tele. Escucho música.	English the weekend What do you do at the weekend? I get up. I eat breakfast. I watch television. I read. I listen to music.	Spanish finalmente porque IEs increible IEs geniall IEs divertidol IEs agotodorl IEs aburridol IEs horriblel	English finally because It's amazing / incredible! It's great! It's fun! It's tiring / exhausting! It's boring!
	lessons 1, 2 & 3. Time on the hour as presented in the 'En el colegio' Progressive unit. How to give our personal details (name, age and where we live).	Juego a video juegos. Juego al fútbol. Voy a la piscina.	I play videogames. I play football. I go to the swimming pool.	¿Qué hora es?	It's horrible / awfull What time is it? It is one o'clock.
Sticl	ky knowledge: taught & assessed for end goal. Know how to tell the time in Spanish using quarter past, half past and	Voy al cine. Voy a dormir.	I go to the cinema.	Son las dos. Son las tres.	It is two o'clock. It is three o'clock.
	quarter to. Know how to say and write in Spanish what we do at the weekend using two or more sentences. Know how to integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.				. —

Component of Learning: En la ciudad (around town)		Vocabulary					
Key Primary Theme:	Spanish	English	Spanish	English			
Grammar – Definite articles/determiners in Spanish for masculine and femining		around/in town	Gira a la derecha.	Turn right.			
nouns. Prepositions: examples and clear explanation of how prepositions can	el centro comercial	the shopping centre	Gira a la izquierda.	Turn left.			
change in combination with these definite articles/determiners in Spanish.	el museo	the museum	Sigue todo recto.	Go straight on.			
	el supermercado	the supermarket	y después	and then			
Vocabulary - The nouns for 10 places in Spanish in a town with a range of	el restourante	the restaurant	enfrente de	opposite			
directions to describe how to reach them as well as phrases for asking and	la piscina	the swimming pool	Perdonal	Excuse mel			
answering where a place is located in a town	el hospital	the hospital	;Muchas gracias!	Thank you very much!			
Initial knowledge – It would be helpful to already know	la estación	the station	De nada,	You're welcome.			
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	la escuela	the school					
lessons 1, 2, 3 & 4.	la biblioteca	the library					
	¿Dónde está?	Where is?					
88	¡Está lejos! ¡Está cercel	It's for awayl It's nearbyl					
Myself', 'At the Café', 'My Home' and 'Do You Have A Pet?'.	(cara cerca)	at a neuroys					
What a preposition is in English.							
Sticky knowledge: taught & assessed for end goal.							
☐ Recall 10 places in a town in Spanish along with their respective definite							
articles/determiners							
☐ Follow 5 different directional instructions in Spanish and their combinatio	ns.						
Ask where a location is and respond with a description of relative distance	:						
(nearby/far away) in Spanish							
Use prepositions to give the precise location of one place in relation to							
another in Spanish.							
☐ Conduct a dialogue in Spanish about where places are in a town using							
transactional language							



Component of Learning: Yo en el mundo (Me in the World)		Vocabulary			
Key Primary Theme:	Spanish	English	Spanish	English	
Grammar – Verbs & near future tense. Revisiting the 1st person conjugation of	Me Ilamo	I am called	porque	because	
the verb ir (to go) voy with the infinitive utilizar (to use) for the near future.	Vivo en	I live in	Es una fiesta muy tradicional y religiosa.	It is a very traditional and religious festival.	
Initial knowledge – It would be helpful to already know	Hablo	I speak	Es una fiesta en honor a los muertos.	It is a festival in honour of the dead.	
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	Hablo español.	I speak Spanish.	Es una fiesta muy alegre.	It is a very happy / cheerful festival.	
lessons 1, 2 & 3.	Hablo inglés.	I speak English.	Es una fiesta muy colorida.	It is a very colourful festival.	
How to give our personal details from memory (name, age & where we live		al. My favourite festival is Carnival.	iHasta luegol	See you later! / See you soon!	
Sticky knowledge: taught & assessed for end goal.	Mi fiesta preferida es La Sema Santa.	My favourite festival is Holy Week (Easter).	besos	kisses	
, , , , ,	Mi fiesta preferida es el Día D Los Muertos	 My favourite festival is the Day of the Dead. 	¿Qué vas a hacer para ayudar a salvar el planeta?	What are you going to do to help save the planet?	
Know how to say and spell some of the different countries and the relative	Mi fiesta preferida es las Fiest Patrias	as My favourite festival is the National Holidays.	Voy a utilizar menos papel.	I am going to use less paper.	
capital cities in the Spanish-speaking world and find them on a map.	Mi fiesta preferida es el Eid.	My favourite festival is Eid.	Voy a utilizar menos cartón.	I am going to use less cardboard.	
☐ Know how to say and write about some key celebrations in the Spanish	Mi fiesta preferida es el Diwal	i. My favourite festival is Diwali.	Voy a utilizar menos plástico,	I am going to use less plastic.	
speaking world and some of the differences in terms of geography and	Mi fiesta preferida es la Navido	d. My favourite festival is Christmas.	Voy a utilizar menos agua.	I am going to use less water.	
historical sites between Lima and Madrid.					
☐ Understand how to say and write something we do to help the planet					