

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



Modern Foreign Languages

Curriculum Depth Map

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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.

Intent

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 providing 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 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.

Year 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

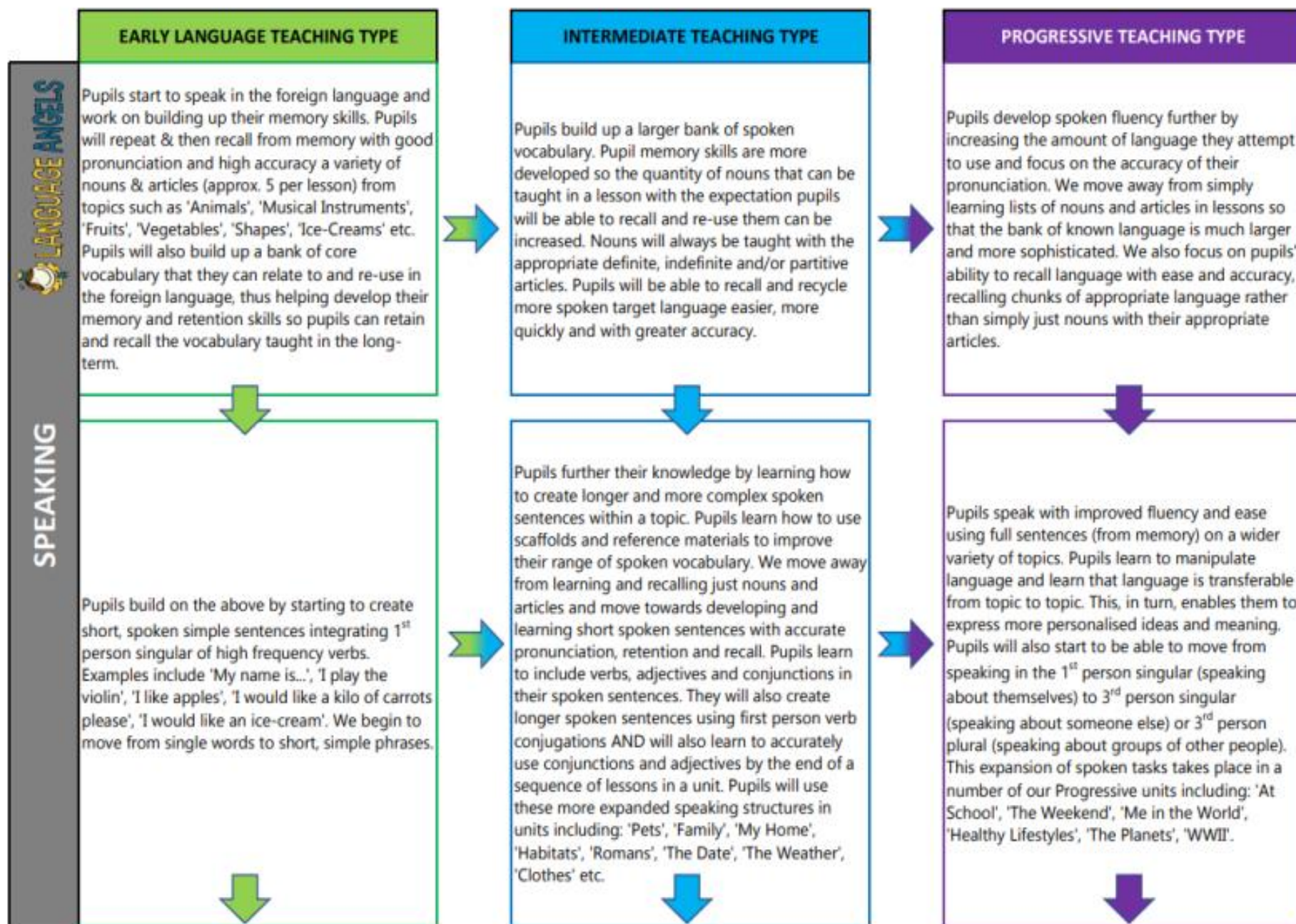
MFL Curriculum Depth Map – Progression of Knowledge by Key Primary Themes

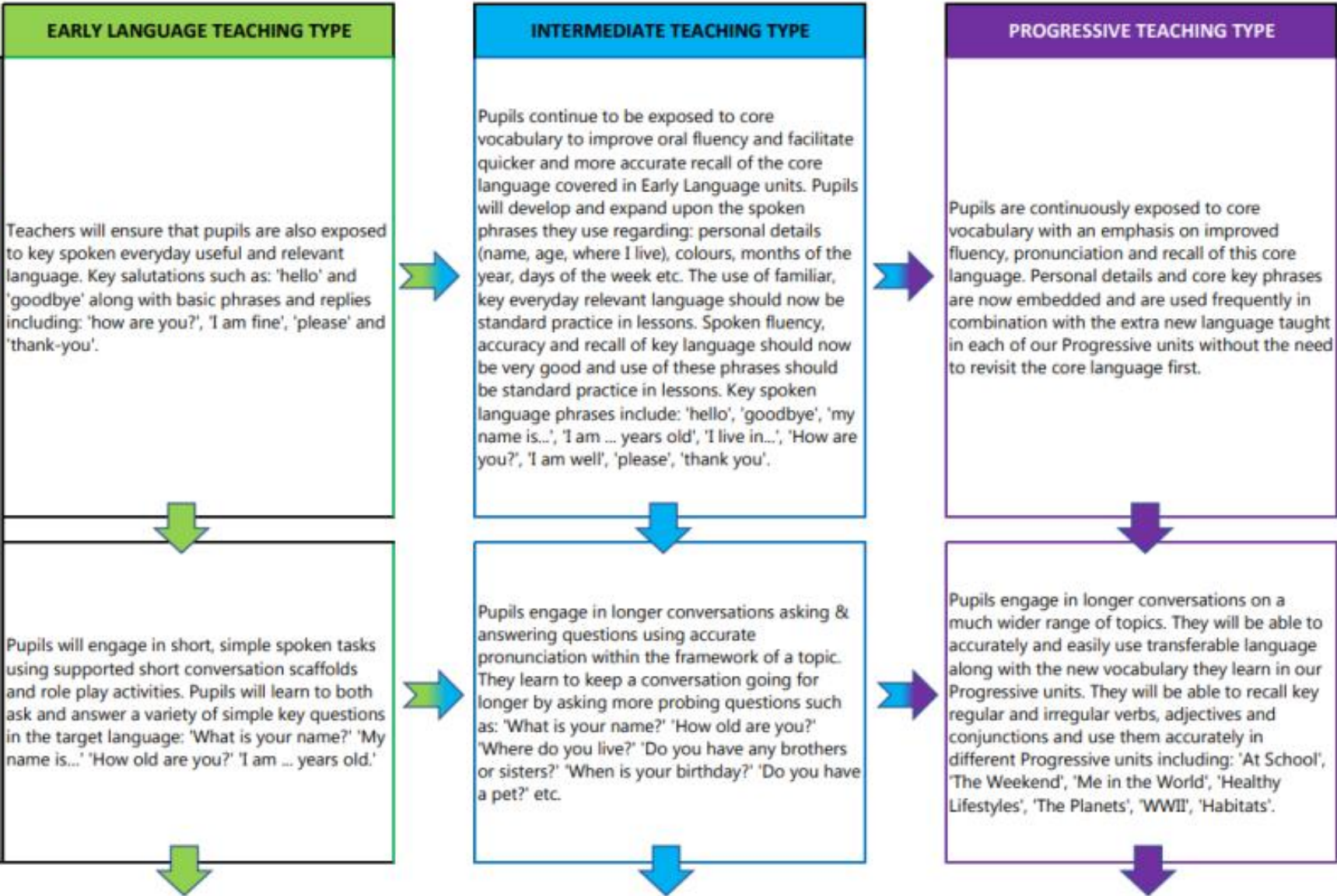
The Language Angels Progression Map shows how pupil foreign language learning across each of the key knowledge of SPEAKING, LISTENING, READING, WRITING and GRAMMAR progresses within each Language Angels teaching type. It also shows how the level of learning and progression of each pupil is increased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

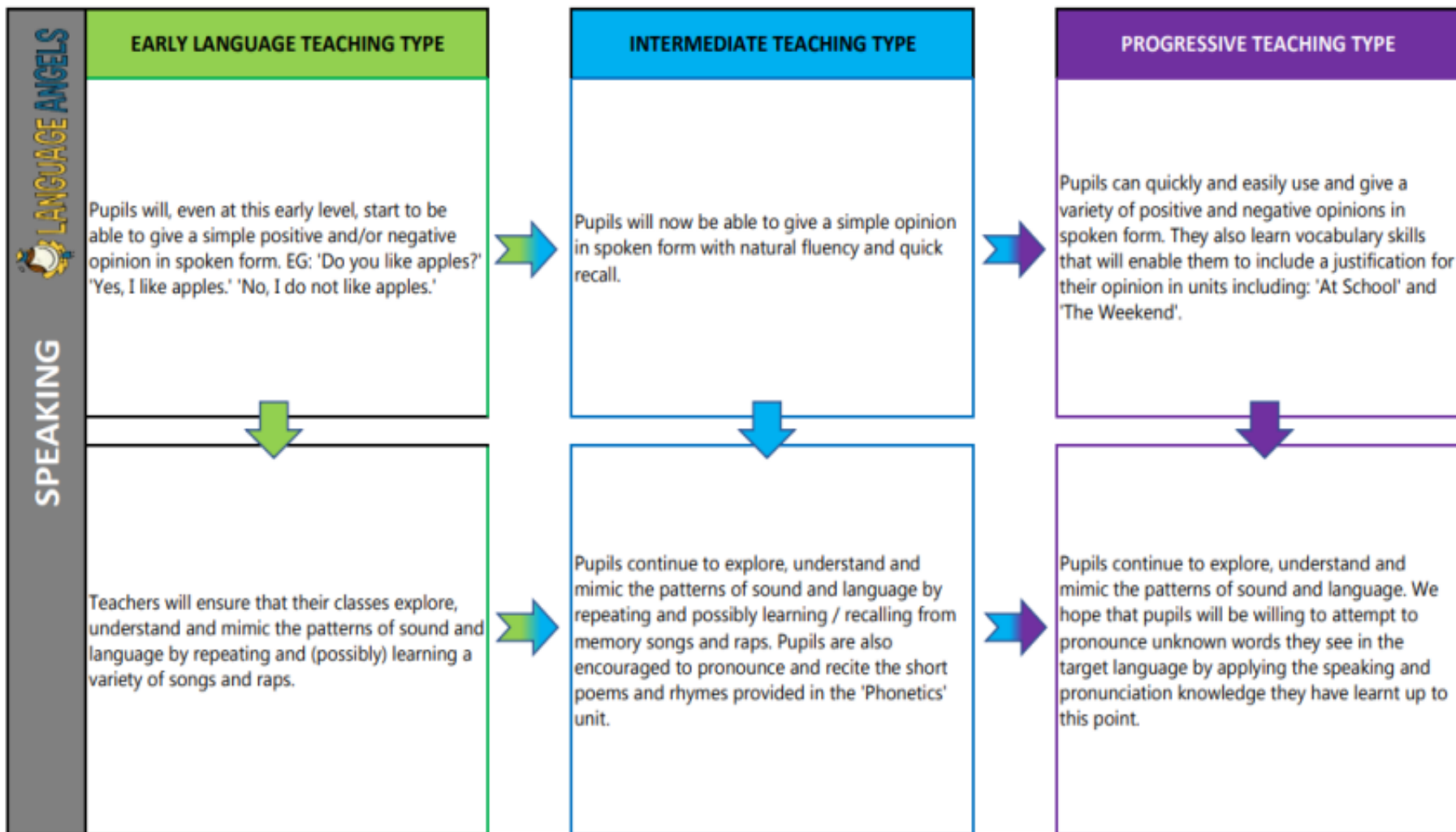
Listening			
Year 3	Year 4	Year 5	Year 6
Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).	Listen for and identify specific words and phrases in instructions, stories and songs.	Listen attentively and understand more complex phrases and sentences 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.
Speaking			
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)		
Reading			
Year 3	Year 4	Year 5	Year 6
Recognise and understand familiar written words and short phrases	Accurately read and understand familiar written words, phrases and short sentences	Read a variety of simple texts in different but authentic formats reading exercises with set questions.	Read and understand the main points and more specific details from a variety of texts in different formats
Basic nouns and first person "I" form of simple verbs) in written text.	Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person	Increase knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Read aloud with expression and accurate 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.			

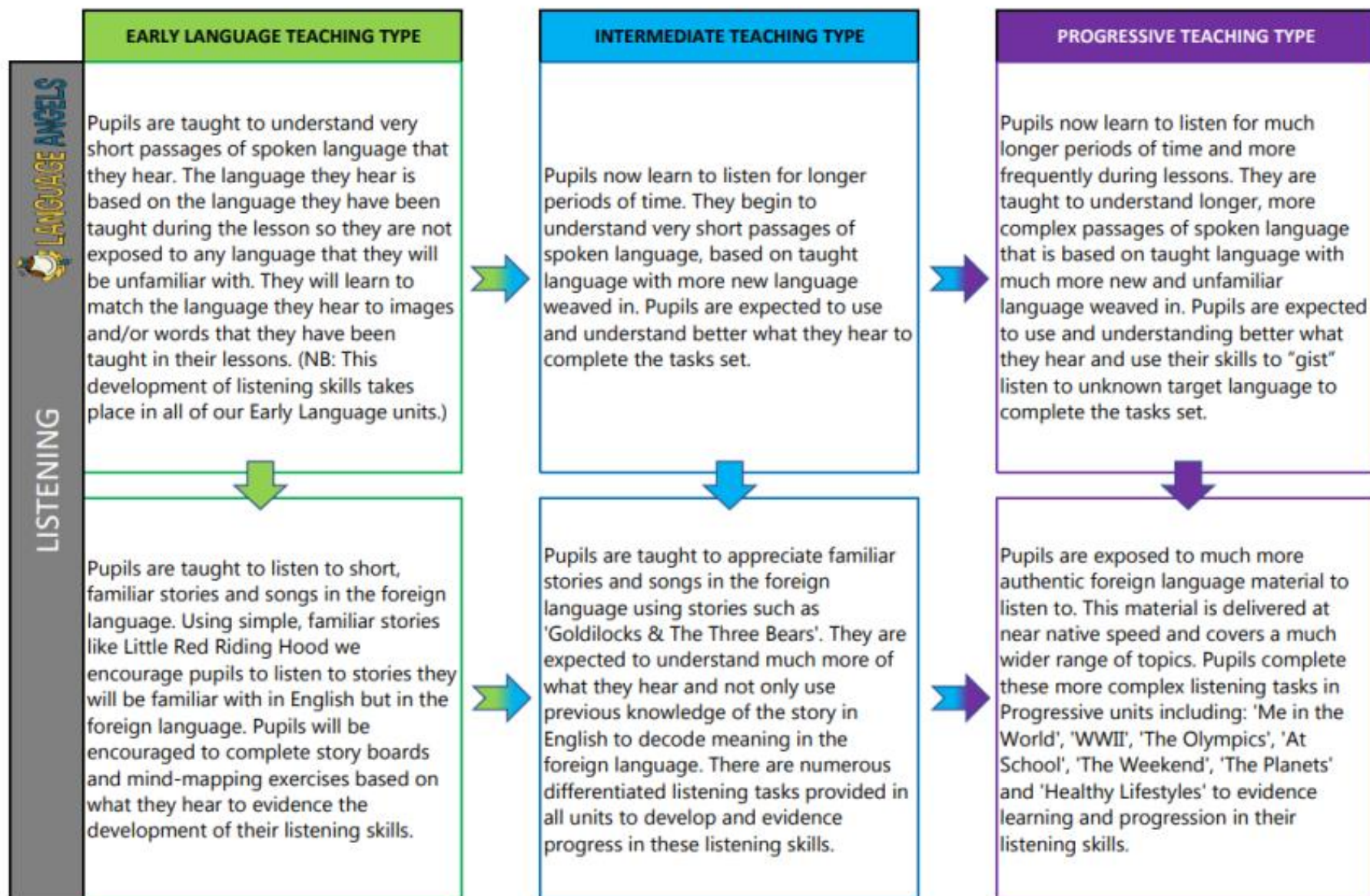
Writing			
Year 3	Year 4	Year 5	Year 6
Know that words and short phrases can be used to write, using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank)	Write 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.)	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)
		Check spellings with a dictionary	Incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives
Grammar			
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 Understanding			
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

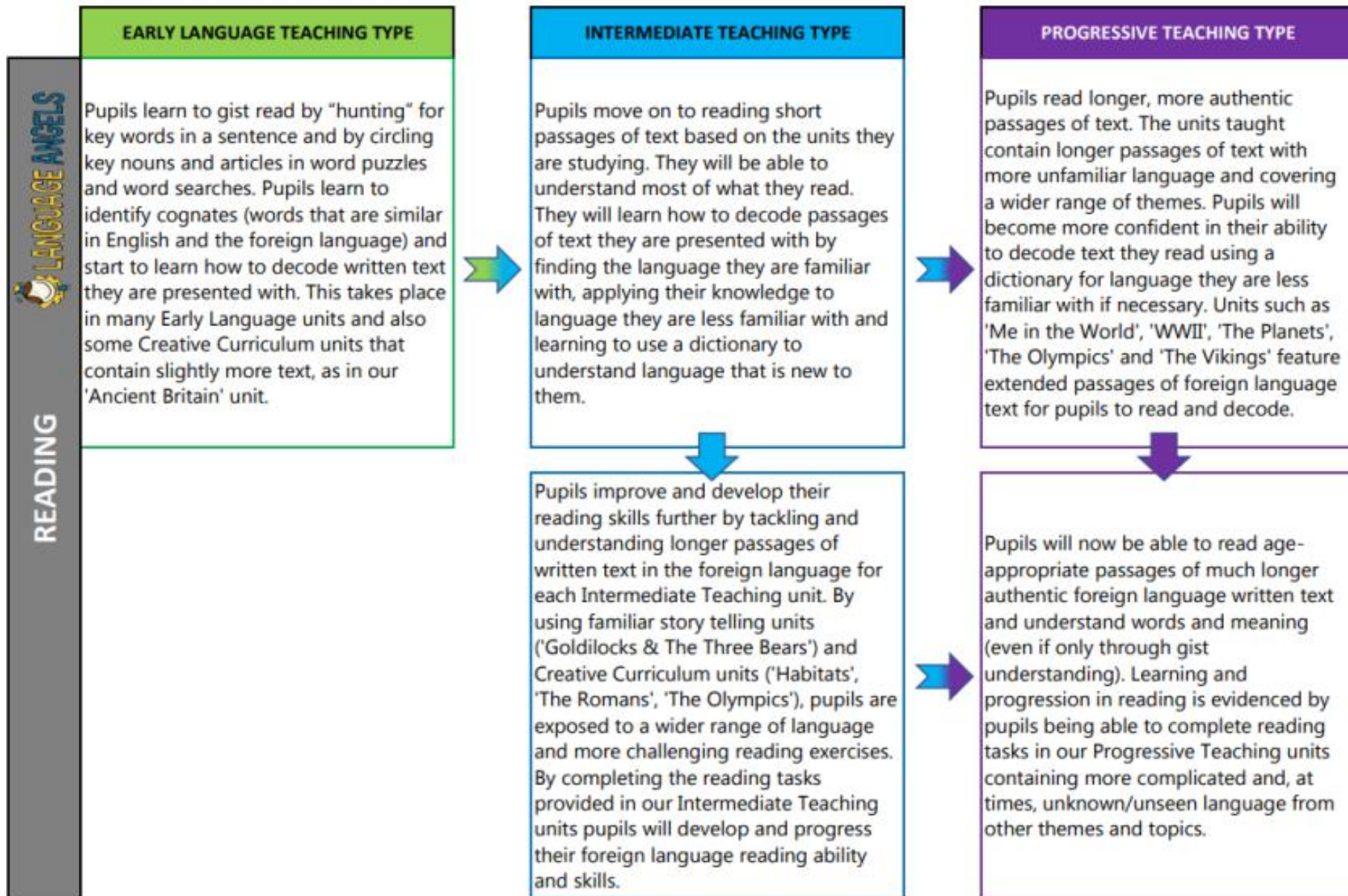
Progression map through the Teaching Types of Language Angels

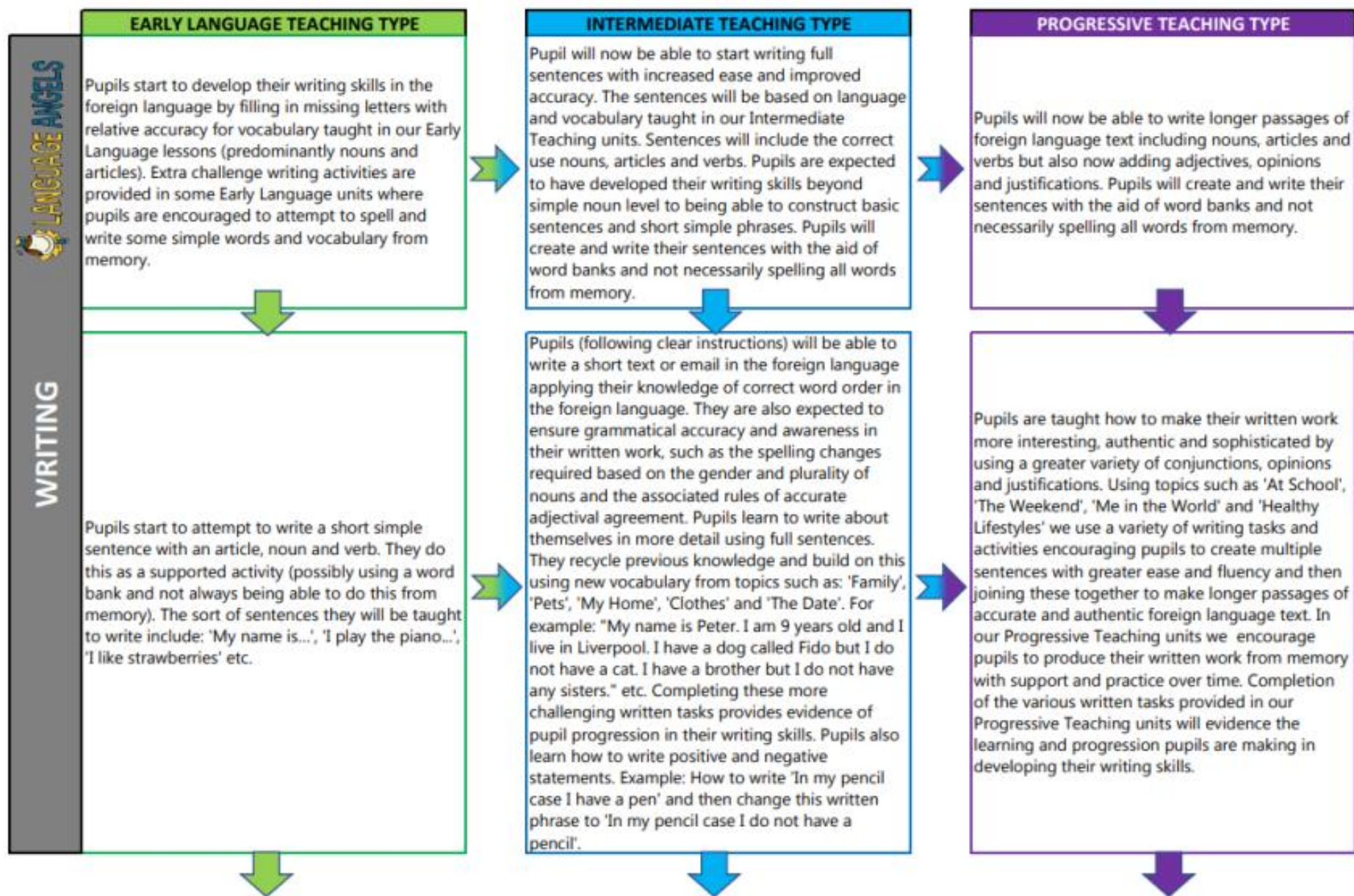


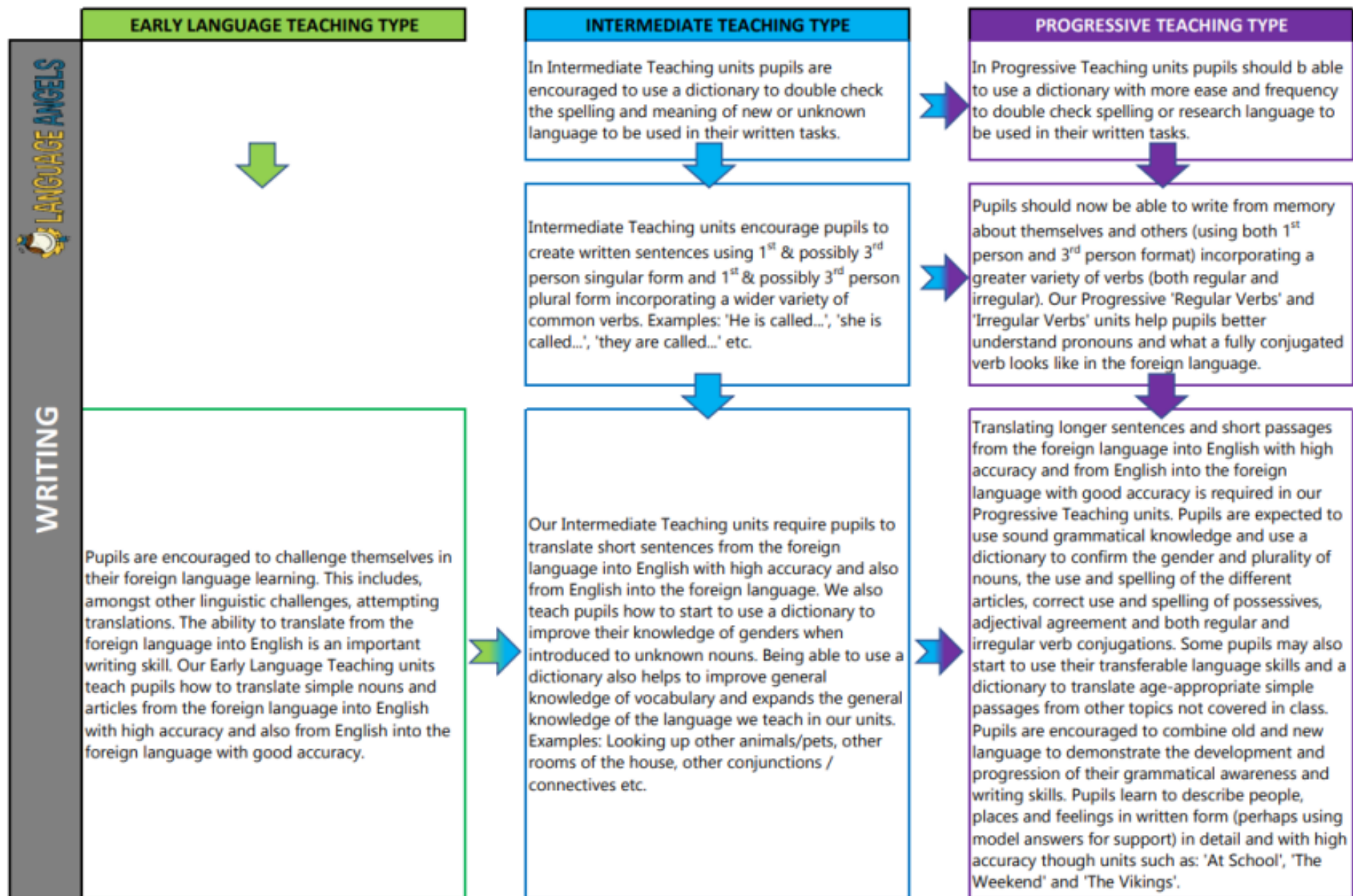


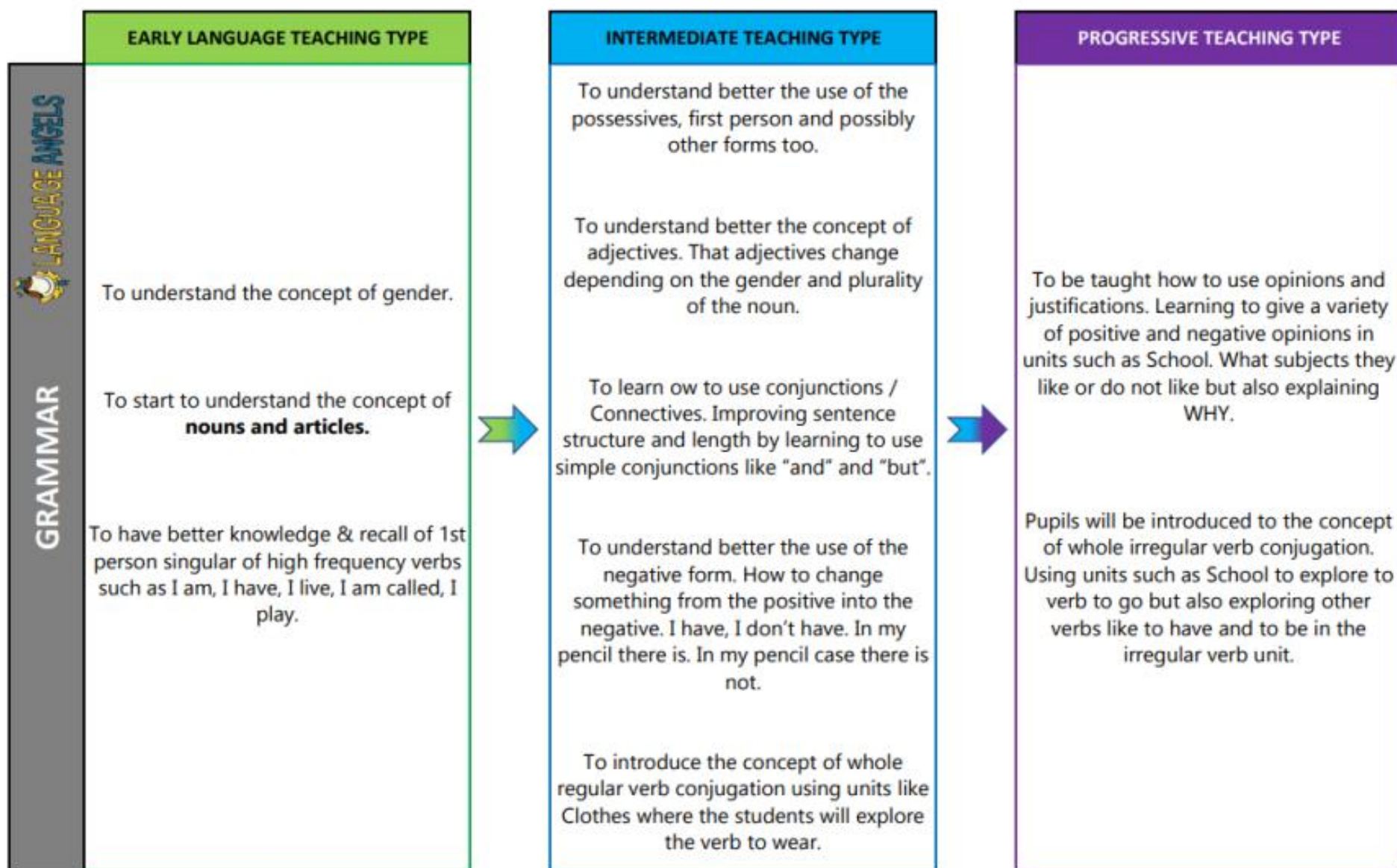












Half Termly Component of Learning Overview per year group

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

	YR	Component of Learning	Key Primary Theme	Detail
Key Stage 2	3	La fonética 1	Phonic Sounds and Phonemes	ch j ñ ll rr Pronunciation of Spanish vowels Pronunciation of specific letter strings in Spanish The use of accents in Spanish – accents indicate the vowel is stressed
		Aprendo español <i>I am learning Spanish</i>	Vocabulary	Language necessary to use key greetings, ask and answer questions 'how are you?', 'what is your name?'
		Los animales <i>Animals</i>	Grammar	Nouns, gender, articles/determiners and verbs Nouns in Spanish can have different articles based on their gender
			Vocabulary	soy = I am The subject pronoun 'yo(I)' is often omitted in Spanish. You can tell who is doing the action because of the verb
		Las verduras <i>Vegetables</i>	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.
			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... <i>(I know how...)</i>	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.
			Vocabulary	First person conjugation of the modal verb saber (to know how), in the positive and negative.
		Los helados <i>(Ice-cream)</i>	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 <i>(Fruit)</i>	Grammar	Plural of the definite article/determiner which has two forms: un and una
			Vocabulary	Use of positive and negative form to ask and answer questions in Spanish
	4	La fonética 1 & 2	Phonic Sounds and Phonemes	ch j ñ ll rr / ca ce ci co cu Pronunciation of Spanish vowels Pronunciation of specific letter strings in Spanish The use of accents in Spanish – accents indicate the vowel is stressed
		Me presento <i>To present yourself</i>	Grammar	Adjectival agreement – adding an 'a' to the end of the adjective to show that the person talking or being described is female
			Vocabulary	Revisiting of numbers 1-10 New language to ask and answer the questions related to basic personal details
		Mi familia <i>My family</i>	Grammar	Nouns, articles/determines and possessive adjectives, with a focus only on 'my'. There are two ways to say my 'mi' and 'mis
			Vocabulary	Nouns and determiners for family members and numbers from 1-100 to say how old somebody is
		En la cafetería <i>At the café</i>	Grammar	Nouns are categorised by their determiner. Singular nouns to plural in Spanish.
			Vocabulary	Vocabulary linked to food, snacks and drinks. The transactional language required to order and pay for food.
		La clase <i>In the classroom</i>	Grammar	Nouns, gender, articles/determiners and use of the negative. Revisit tengo (I have) to the negative no tengo (I do not have)
			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? <i>What is the weather?</i>	Grammar	Use of hay and hace (to do/make) with weather phrases
			Vocabulary	Weather phrases and structures when asking and answering questions about the date. Compass points
		Me Presento <i>Presenting Myself</i>	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
			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
Key Stage 2	5	La fonética 1, 2 & 3	Phonic Sounds and Phonemes	ch j ñ ll rr /ca ce ci co cu/ga ge gi go gu Pronunciation of Spanish vowels Pronunciation of specific letter strings in Spanish The use of accents in Spanish – accents indicate the vowel is stressed
		Hábitats <i>Habitats</i>	Grammar	Verbs. Exploring the 3rd person conjugation of the verb CRECER and VIVIR. Two regular -er and -ir Spanish verbs in the present tense
			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
		Los juegos olímpicos <i>Sports/Olympics</i>	Grammar	Articles and determiners linked to Olympic sports and how to write phrases describing an Olympian by their performance sport.
			Vocabulary	Understand agreement rules better and that nouns can change spelling depending on the gender of a person they are describing
		La fecha <i>Saying the date</i>	Grammar	Days of the week and months of the year do not have capital letters unless they are at the start of a sentence
			Vocabulary	7 Days of the week, 12 months of the year and key questions and phrases including the date
		¿Tienes una mascota? <i>Do you have a pet?</i>	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
		Mi casa <i>Rooms/Home</i>	Grammar	Key linguistic structures En mi casa hay... (In my house there is...) En mi casa no hay... (In my house there is not...)
			Vocabulary	Understand how to use the negative. 1 st person conjugation of high frequency verbs vivo (I live)
		La Ropa <i>Clothes</i>	Grammar	New verb llevar (to wear) llevo (I wear) Possessive adjectives mi and mis
			Vocabulary	Role of plurality in the choice of possessives Understand adjectival agreement
	6	La fonética 1, 2, 3 & 4	Phonic Sounds and Phonemes	ch j ñ ll rr /ca ce ci co cu/ga ge gi go gu/b v cc qu z Pronunciation of Spanish vowels Pronunciation of specific letter strings in Spanish The use of accents in Spanish – accents indicate the vowel is stressed
		<i>Tradiciones y Celebraciones</i> <i>Traditions & Celebrations</i>	Grammar	Adjectival agreement, high frequency verbs & opinion structures. Introduction to 3rd person singular conjugations of high frequency verbs such as 'es' (it is) and relevant verbs to the unit such as 'se celebra' (it is celebrated)
			Vocabulary	High frequency question words such as ¿Cuándo? (When?), ¿Dónde? (Where?) and ¿Por qué? (Why?)
		En el colegio <i>At School</i>	Grammar	Nouns, gender, definite articles & high frequency irregular verb ir . Revision of definite article el, la, los and las . Full verb conjugation of the verb IR , high frequency irregular verb
			Vocabulary	Positive and negative opinions in reply to the target question ¿Qué te gusta? and a variety of justifications to expand the opinion
		El fin de semana <i>Weekend activities</i>	Grammar	Verbs, conjunctions and opinions. Revision & consolidation of first person singular high frequency verbs such as voy and juego . Also being introduced to new verbs such as veo and leo and remembering that the 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?
		En la Ciudad <i>Around town</i>	Grammar	Definite articles/determiners in Spanish for masculine and feminine nouns. Prepositions: examples and clear explanation of how prepositions can change in combination with these definite articles/determiners in Spanish
			Vocabulary	The nouns for 10 places in Spanish in a town with a range of directions to describe how to reach them as well as phrases for asking and answering where a place is located in a town
		Comer sano <i>Healthy Lifestyles</i>	Grammar	First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of comer in first person singular and in their negative form. Different punctuation as seen with ¿ and ¡
			Vocabulary	Food and beverage items that are good and bad for a healthy lifestyle
		Yo en el mundo <i>Me in the World</i>	Grammar	Verbs & near future tense. Revisiting the 1st person conjugation of the verb ir (to go) voy with the infinitive utilizar (to use) for the near future.
			Vocabulary	

Appendix – Key Knowledge and Vocabulary

MFL – KS2	Year 3										
Key Knowledge	Key sounds/phonemes										
Component of learning: La fonética 1											
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											
	<table><tr><th>ch</th><th>j</th><th>ñ</th><th>ll</th><th>rr</th></tr><tr><td>In Castilian Spanish (<i>castellano</i>), this phoneme is pronounced like the 'ch' sound in the English words 'church' or 'chocolate'.</td><td>This is a tricky phoneme to pronounce in Spanish. Be careful, because it is <u>not</u> pronounced like the English letter 'j' in the word 'joke' for example. Instead, it more resembles the 'h' 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.</td><td>The 'ñ' is an extra letter in the Spanish alphabet. It is an 'n' with an accent (called a <u>tilde</u>) 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' <u>without</u> the tilde, which is pronounced like the 'n' in the English word 'net'.</td><td>The double 'll' letter combination is a signature Spanish sound/phoneme. The Spanish 'll' sound is pronounced very similarly to the 'y' sound in the English words 'yeast' or 'yellow'.</td><td>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.</td></tr></table>	ch	j	ñ	ll	rr	In Castilian Spanish (<i>castellano</i>), 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 <u>not</u> pronounced like the English letter 'j' in the word 'joke' for example. Instead, it more resembles the 'h' 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 'ñ' is an extra letter in the Spanish alphabet. It is an 'n' with an accent (called a <u>tilde</u>) 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' <u>without</u> the tilde, which is pronounced like the 'n' in the English word 'net'.	The double 'll' letter combination is a signature Spanish sound/phoneme. The Spanish 'll' sound is pronounced very similarly to the 'y' sound in the English words 'yeast' or 'yellow'.	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.
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Component of learning: Aprendo español (I am learning Spanish)		Vocabulary			
Key Primary Theme: Vocabulary - Language necessary to use key greetings, ask and answer questions 'how are you?', 'what is your name?'					
Initial knowledge – It would be helpful to already know ☐ Know the location of Spain on a map ☐ Recall at least 1 Spanish-speaking country.					
Sticky knowledge: taught & assessed for end goal. ☐ Use key greetings ☐ Ask and answer the question 'How are you?' and 'What is your name?' in Spanish. ☐ Count to 10 in Spanish. ☐ Read, write, say and recognise 10 colours in Spanish.					

Component of learning: Los animals (Animals)	Vocabulary																																
Key Primary Theme: Grammar – nouns, gender, articles/determiners and verbs. Nouns in Spanish can have different articles based on their gender Vocabulary – soy = I am. The subject pronoun ‘yo(I) is often omitted in Spanish. You can tell who is doing the action because of the verb 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 and that ‘I am’ comes from the verb ‘to be’ in English. Sticky 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)	<table><tr><th>Spanish</th><th>English</th><th>Spanish</th><th>English</th></tr><tr><td>los animales</td><td>the animals</td><td> un mono</td><td>a monkey</td></tr><tr><td>un</td><td>a (masculine)</td><td> un pato</td><td>a duck</td></tr><tr><td>una</td><td>a (feminine)</td><td> un ratón</td><td>a mouse</td></tr><tr><td> un caballo</td><td>a horse</td><td> un conejo</td><td>a rabbit</td></tr><tr><td> un cerdo</td><td>a pig</td><td> una oveja</td><td>a sheep</td></tr><tr><td> un león</td><td>a lion</td><td> una vaca</td><td>a cow</td></tr><tr><td> un pájaro</td><td>a bird</td><td>Soy...</td><td>I am ...</td></tr></table>	Spanish	English	Spanish	English	los animales	the animals	 un mono	a monkey	un	a (masculine)	 un pato	a duck	una	a (feminine)	 un ratón	a mouse	 un caballo	a horse	 un conejo	a rabbit	 un cerdo	a pig	 una oveja	a sheep	 un león	a lion	 una vaca	a cow	 un pájaro	a bird	Soy...	I am ...
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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. 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.	<table border="1"> <thead> <tr> <th>Spanish</th><th>English</th></tr> </thead> <tbody> <tr><td>los berenjenos</td><td>the aubergines</td></tr> <tr><td>las espinacas</td><td>the spinach</td></tr> <tr><td>las cebollas</td><td>the onions</td></tr> <tr><td>los calabacines</td><td>the courgettes</td></tr> <tr><td>los tomates</td><td>the tomatoes</td></tr> <tr><td>las judías verdes</td><td>the green beans</td></tr> <tr><td>los guisantes</td><td>the peas</td></tr> <tr><td>los champiñones</td><td>the mushrooms</td></tr> <tr><td>las zanahorias</td><td>the carrots</td></tr> <tr><td>las patatas</td><td>the potatoes</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Spanish</th><th>English</th></tr> </thead> <tbody> <tr><td>un kilo de...</td><td>one kilo of...</td></tr> <tr><td>medio kilo de...</td><td>half a kilo of...</td></tr> <tr><td>Quisiera...</td><td>I would like...</td></tr> <tr><td>por favor</td><td>please</td></tr> <tr><td>y</td><td>and</td></tr> <tr><td>¡Hola!</td><td>Hello!</td></tr> <tr><td>¿Puedo ayudarte?</td><td>Can I help you?</td></tr> <tr><td>¿Algo más?</td><td>Is that all/anything else?</td></tr> <tr><td>¿Cuánto cuesta?</td><td>How much is that?</td></tr> <tr><td>gracias</td><td>thank you</td></tr> <tr><td>¡Hasta luego!</td><td>Goodbye!</td></tr> <tr><td>En mi cesta tengo...</td><td>In my basket I have...</td></tr> </tbody> </table>	Spanish	English	los berenjenos	the aubergines	las espinacas	the spinach	las cebollas	the onions	los calabacines	the courgettes	los tomates	the tomatoes	las judías verdes	the green beans	los guisantes	the peas	los champiñones	the mushrooms	las zanahorias	the carrots	las patatas	the potatoes	Spanish	English	un kilo de...	one kilo of...	medio kilo de...	half a kilo of...	Quisiera...	I would like...	por favor	please	y	and	¡Hola!	Hello!	¿Puedo ayudarte?	Can I help you?	¿Algo más?	Is that all/anything else?	¿Cuánto cuesta?	How much is that?	gracias	thank you	¡Hasta luego!	Goodbye!	En mi cesta tengo...	In my basket I have...
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Sticky knowledge: taught & assessed for end goal. - 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.																																																	

Component of learning: Sé...(I know how...)	Vocabulary																																
Key Primary Theme: 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 Vocabulary – First person conjugation of the modal verb saber (to know how), in the positive and negative.	<table border="1"> <thead> <tr> <th>Spanish</th><th>English</th></tr> </thead> <tbody> <tr><td>Sé...</td><td>I know how...</td></tr> <tr><td>No sé...</td><td>I do not know how...</td></tr> <tr><td>bailar</td><td>to dance</td></tr> <tr><td>cantar</td><td>to sing</td></tr> <tr><td>saltar</td><td>to jump</td></tr> <tr><td>cocinar</td><td>to cook</td></tr> <tr><td>montar en bicicleta</td><td>to ride a bike</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Spanish</th><th>English</th></tr> </thead> <tbody> <tr><td>tocar un instrumento</td><td>to play an instrument</td></tr> <tr><td>patinar</td><td>to ice-skate</td></tr> <tr><td>dibujar</td><td>to draw</td></tr> <tr><td>nadar</td><td>to swim</td></tr> <tr><td>hablar español</td><td>to speak Spanish</td></tr> <tr><td>y</td><td>and</td></tr> <tr><td>pero</td><td>but</td></tr> </tbody> </table>	Spanish	English	Sé...	I know how...	No sé...	I do not know how...	bailar	to dance	cantar	to sing	saltar	to jump	cocinar	to cook	montar en bicicleta	to ride a bike	Spanish	English	tocar un instrumento	to play an instrument	patinar	to ice-skate	dibujar	to draw	nadar	to swim	hablar español	to speak Spanish	y	and	pero	but
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Initial knowledge – It would be helpful to already know - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. - Language introduced from units like 'Animals', 'Instruments', 'Fruits' and 'Vegetables'. - Vocabulary from the 'I Am Learning Spanish' unit. - What a verb is in English.																																	
Sticky knowledge: taught & assessed for end goal. - 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 Vocabulary – Flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream e.g. cone or small pot	<table border="1"> <thead> <tr> <th>Spanish</th><th>English</th></tr> </thead> <tbody> <tr><td>un helado</td><td>an ice-cream</td></tr> <tr><td>...de vainilla</td><td>vanilla flavour</td></tr> <tr><td>...de fresa</td><td>strawberry flavour</td></tr> <tr><td>...de plátano</td><td>banana flavour</td></tr> <tr><td>...de menta</td><td>mint flavour</td></tr> <tr><td>...de pistacho</td><td>pistachio flavour</td></tr> <tr><td>...de chocolate</td><td>chocolate flavour</td></tr> <tr><td>...de café</td><td>coffee flavour</td></tr> <tr><td>...de limón</td><td>lemon flavour</td></tr> <tr><td>...de caramelo</td><td>caramel flavour</td></tr> <tr><td>...de mora</td><td>blackberry flavour</td></tr> <tr><td>Quisiera...</td><td>I would like...</td></tr> <tr><td>y</td><td>and</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Spanish</th><th>English</th></tr> </thead> <tbody> <tr><td>un cuacurcho</td><td>a cone</td></tr> <tr><td>una tarrina</td><td>a small tub/pot</td></tr> <tr><td>una bola</td><td>one scoop</td></tr> <tr><td>dos bolas</td><td>two scoops</td></tr> <tr><td>tres bolas</td><td>three scoops</td></tr> <tr><td>por favor</td><td>please</td></tr> <tr><td>¡Hola!</td><td>Hello!</td></tr> <tr><td>¿Qué sabor?</td><td>Which flavour?</td></tr> <tr><td>¿Cuántas bolas?</td><td>How many scoops?</td></tr> <tr><td>¿Cuánto cuesta?</td><td>How much?</td></tr> <tr><td>gracias</td><td>thank you</td></tr> <tr><td>¡Adiós!</td><td>Goodbye!</td></tr> </tbody> </table>	Spanish	English	un helado	an ice-cream	...de vainilla	vanilla flavour	...de fresa	strawberry flavour	...de plátano	banana flavour	...de menta	mint flavour	...de pistacho	pistachio flavour	...de chocolate	chocolate flavour	...de café	coffee flavour	...de limón	lemon flavour	...de caramelo	caramel flavour	...de mora	blackberry flavour	Quisiera...	I would like...	y	and	Spanish	English	un cuacurcho	a cone	una tarrina	a small tub/pot	una bola	one scoop	dos bolas	two scoops	tres bolas	three scoops	por favor	please	¡Hola!	Hello!	¿Qué sabor?	Which flavour?	¿Cuántas bolas?	How many scoops?	¿Cuánto cuesta?	How much?	gracias	thank you	¡Adiós!	Goodbye!
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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.																																																							

Component of learning: La fruta (Fruit)	Vocabulary																																								
Key Primary Theme: Grammar – Plural of the definite article/determiner which has two forms: un and una Vocabulary – Use of positive and negative form to ask and answer questions in Spanish	<table border="1"> <thead> <tr> <th></th><th>Spanish</th><th>English</th></tr> </thead> <tbody> <tr><td></td><td>una manzana</td><td>an apple</td></tr> <tr><td></td><td>una fresa</td><td>a strawberry</td></tr> <tr><td></td><td>un melocotón</td><td>a peach</td></tr> <tr><td></td><td>un plátano</td><td>a banana</td></tr> <tr><td></td><td>una cereza</td><td>a cherry</td></tr> <tr><td></td><td>una naranja</td><td>an orange</td></tr> <tr><td></td><td>una ciruela</td><td>a plum</td></tr> <tr><td></td><td>una pera</td><td>a pear</td></tr> <tr><td></td><td>un kiwi</td><td>a kiwi</td></tr> <tr><td></td><td>un albaricoque</td><td>an apricot</td></tr> <tr><td></td><td>Me gustan...</td><td>I like...</td></tr> <tr><td></td><td>No me gustan...</td><td>I do not like...</td></tr> </tbody> </table>			Spanish	English		una manzana	an apple		una fresa	a strawberry		un melocotón	a peach		un plátano	a banana		una cereza	a cherry		una naranja	an orange		una ciruela	a plum		una pera	a pear		un kiwi	a kiwi		un albaricoque	an apricot		Me gustan...	I like...		No me gustan...	I do not like...
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Initial knowledge – It would be helpful to already know ☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. ☐ Vocabulary from the 'I Am Learning Spanish' unit. ☐ What a noun and article/ /determiner is in English. ☐ What a verb is in English.	<table border="1"> <thead> <tr> <th></th><th>Spanish</th><th>English</th></tr> </thead> <tbody> <tr><td></td><td>las manzanas</td><td>the apples</td></tr> <tr><td></td><td>las fresas</td><td>the strawberries</td></tr> <tr><td></td><td>los melocotones</td><td>the peaches</td></tr> <tr><td></td><td>los plátanos</td><td>the bananas</td></tr> <tr><td></td><td>las cerezas</td><td>the cherries</td></tr> <tr><td></td><td>las naranjas</td><td>the oranges</td></tr> <tr><td></td><td>las ciruelas</td><td>the plums</td></tr> <tr><td></td><td>las peras</td><td>the pears</td></tr> <tr><td></td><td>los kiwis</td><td>the kiwis</td></tr> <tr><td></td><td>los albaricoques</td><td>the apricots</td></tr> </tbody> </table>			Spanish	English		las manzanas	the apples		las fresas	the strawberries		los melocotones	the peaches		los plátanos	the bananas		las cerezas	the cherries		las naranjas	the oranges		las ciruelas	the plums		las peras	the pears		los kiwis	the kiwis		los albaricoques	the apricots						
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Sticky knowledge: taught & assessed for end goal. ☐ 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 sounds/phonemes															
Component of learning: La fonética 1 & 2																
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 ll 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’.	<table><tr><th>ca</th><th>ce</th><th>ci</th><th>co</th><th>cu</th></tr><tr><td>In Castilian Spanish (<i>castellano</i>), the letter combination ‘ca’ is pronounced like the ‘ca’ in the English word ‘cat’.</td><td>In Castilian Spanish (<i>castellano</i>), the letter combination ‘ce’ is pronounced like the ‘the’ in the English word ‘therapy’.</td><td>In Castilian Spanish (<i>castellano</i>), the letter combination ‘ci’ is pronounced like the ‘thi’ in the English word ‘thief’.</td><td>In Castilian Spanish (<i>castellano</i>), the letter combination ‘co’ is pronounced like the ‘co’ in the English word ‘cot’.</td><td>In Castilian Spanish (<i>castellano</i>), the letter combination ‘cu’ is pronounced like the ‘coo’ in the English word ‘cool’.</td></tr><tr><td>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’)</td><td>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’)</td><td>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’)</td><td>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’)</td><td>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’)</td></tr></table>	ca	ce	ci	co	cu	In Castilian Spanish (<i>castellano</i>), the letter combination ‘ca’ is pronounced like the ‘ca’ in the English word ‘cat’.	In Castilian Spanish (<i>castellano</i>), the letter combination ‘ce’ is pronounced like the ‘the’ in the English word ‘therapy’.	In Castilian Spanish (<i>castellano</i>), the letter combination ‘ci’ is pronounced like the ‘thi’ in the English word ‘thief’.	In Castilian Spanish (<i>castellano</i>), the letter combination ‘co’ is pronounced like the ‘co’ in the English word ‘cot’.	In Castilian Spanish (<i>castellano</i>), 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’)	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, 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, 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, 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’)
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Component of Learning: Me presento (To present yourself)		Vocabulary																																																																							
Key Primary Theme: Grammar - Adjectival agreement – adding an ‘a’ to the end of the adjective to show that the person talking or being described is female Vocabulary - Revisiting of numbers 1-10 New language to ask and answer the questions related to basic personal details		<table><tr><th>Spanish</th><th>English</th></tr><tr><td>¡Buenos días!</td><td>Good morning!</td></tr><tr><td>¡Hola!</td><td>Hi/Hello!</td></tr><tr><td>¿Cómo estás?</td><td>How are you?</td></tr><tr><td>Estoy bien.</td><td>I am fine.</td></tr><tr><td>Estoy mal.</td><td>I am not great.</td></tr><tr><td>Estoy regular.</td><td>So-so.</td></tr><tr><td>Estoy muy bien.</td><td>I am great.</td></tr><tr><td>Estoy muy mal.</td><td>I am really not great.</td></tr><tr><td>may</td><td>very</td></tr><tr><td>¡Adiós!</td><td>Goodbye!</td></tr><tr><td>¡Hasta luego!</td><td>See you later!</td></tr><tr><td>¿Cómo te llamas?</td><td>What is your name?</td></tr><tr><td>Me llamo...</td><td>My name is...</td></tr><tr><td>¿Cuántos años tienes?</td><td>How old are you?</td></tr><tr><td>Tengo... años.</td><td>I am... years old.</td></tr><tr><td>¿Dónde vives?</td><td>Where do you live?</td></tr><tr><td>Vivo en...</td><td>I live in...</td></tr></table>	Spanish	English	¡Buenos días!	Good morning!	¡Hola!	Hi/Hello!	¿Cómo estás?	How are you?	Estoy bien.	I am fine.	Estoy mal.	I am not great.	Estoy regular.	So-so.	Estoy muy bien.	I am great.	Estoy muy mal.	I am really not great.	may	very	¡Adiós!	Goodbye!	¡Hasta luego!	See you later!	¿Cómo te llamas?	What is your name?	Me llamo...	My name is...	¿Cuántos años tienes?	How old are you?	Tengo... años.	I am... years old.	¿Dónde vives?	Where do you live?	Vivo en...	I live in...	<table><tr><th>Spanish</th><th>English</th></tr><tr><td>Soy...</td><td>I am...</td></tr><tr><td>español/española</td><td>Spanish</td></tr><tr><td>inglés/inglesa</td><td>English</td></tr><tr><td>galés/galesa</td><td>Welsh</td></tr><tr><td>irlandés/irlandesa</td><td>Irish</td></tr><tr><td>escocés/escocesa</td><td>Scottish</td></tr><tr><td>Soy de...</td><td>I am from...</td></tr><tr><td>Soy de Inglaterra.</td><td>I am from England.</td></tr><tr><td>uno</td><td>one</td></tr><tr><td>dos</td><td>two</td></tr><tr><td>tres</td><td>three</td></tr><tr><td>cuatro</td><td>four</td></tr><tr><td>cinco</td><td>five</td></tr><tr><td>seis</td><td>six</td></tr><tr><td>siete</td><td>seven</td></tr><tr><td>ocho</td><td>eight</td></tr></table>	Spanish	English	Soy...	I am...	español/española	Spanish	inglés/inglesa	English	galés/galesa	Welsh	irlandés/irlandesa	Irish	escocés/escocesa	Scottish	Soy de...	I am from...	Soy de Inglaterra.	I am from England.	uno	one	dos	two	tres	three	cuatro	four	cinco	five	seis	six	siete	seven	ocho	eight
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Sticky knowledge: taught & assessed for end goal. ❑ The ¿ is used at the beginning of all questions in Spanish (no exceptions!) ❑ 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. ❑ Adding an ‘a’ to the end of the adjective to show that the person talking or being described is female ❑ Express our nationalities in Spanish and understand basic gender agreement rules ❑ Recall numbers 1-20 in Spanish.		<table><tr><th>Spanish</th><th>English</th></tr><tr><td>nueve</td><td>nine</td></tr><tr><td>diez</td><td>ten</td></tr><tr><td>once</td><td>eleven</td></tr><tr><td>doce</td><td>twelve</td></tr><tr><td>trece</td><td>thirteen</td></tr><tr><td>catorce</td><td>fourteen</td></tr><tr><td>quince</td><td>fifteen</td></tr><tr><td>dieciséis</td><td>sixteen</td></tr><tr><td>diecisiete</td><td>seventeen</td></tr><tr><td>dieciocho</td><td>eighteen</td></tr><tr><td>diecinueve</td><td>nineteen</td></tr><tr><td>veinte</td><td>twenty</td></tr></table>	Spanish	English	nueve	nine	diez	ten	once	eleven	doce	twelve	trece	thirteen	catorce	fourteen	quince	fifteen	dieciséis	sixteen	diecisiete	seventeen	dieciocho	eighteen	diecinueve	nineteen	veinte	twenty																																													
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Component of Learning: Mi familia (My family)		Vocabulary																																				
Key Primary Theme: Grammar – Nouns, articles/determines and possessive adjectives, with a focus only on ‘my’. There are two ways to say my ‘mi’ and ‘mis Vocabulary - Nouns and determiners for family members and numbers from 1-100 to say how old somebody is																																						
Initial knowledge – It would be helpful to already know ☐ The letter sounds (phonics and phonemes) for lessons 1 and 2 ☐ Vocabulary from the Aprendo español’ and ‘Me presento’ units ☐ What a verb is in English and be familiar with the 1st person singular form soy (I am), tengo (I have) vivo (I live) and me llamo (my name is)		<table><tr><th>Spanish</th><th>English</th></tr><tr><td>la familia</td><td>the family</td></tr><tr><td>la madre</td><td>the mother</td></tr><tr><td>la abuela</td><td>the grandmother</td></tr><tr><td>la tía</td><td>the aunt</td></tr><tr><td>la hermana mayor</td><td>the older sister</td></tr><tr><td>la hermana menor</td><td>the younger sister</td></tr><tr><td>el hermano</td><td>the brother</td></tr><tr><td>el tío</td><td>the uncle</td></tr><tr><td>el padre</td><td>the father</td></tr><tr><td>el abuelo</td><td>the grandfather</td></tr><tr><td>los padres</td><td>the parents</td></tr><tr><td>los abuelos</td><td>the grandparents</td></tr><tr><td>los hermanos</td><td>the siblings</td></tr><tr><td>¿Cómo se llama?</td><td>What is his/her name?</td></tr><tr><td>se llama</td><td>he/she is called</td></tr><tr><td>mi</td><td>my (singular family members)</td></tr><tr><td>nuestro</td><td>my (plural family members)</td></tr></table>	Spanish	English	la familia	the family	la madre	the mother	la abuela	the grandmother	la tía	the aunt	la hermana mayor	the older sister	la hermana menor	the younger sister	el hermano	the brother	el tío	the uncle	el padre	the father	el abuelo	the grandfather	los padres	the parents	los abuelos	the grandparents	los hermanos	the siblings	¿Cómo se llama?	What is his/her name?	se llama	he/she is called	mi	my (singular family members)	nuestro	my (plural family members)
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Sticky knowledge: taught & assessed for end goal. ☐ Know the nouns with their articles/determiners for different 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.		<table><tr><th>Spanish</th><th>English</th></tr><tr><td>¿Tienes hermanos?</td><td>Do you have any siblings?</td></tr><tr><td>Si, tengo un hermano.</td><td>Yes, I have a brother.</td></tr><tr><td>Si, tengo una hermana.</td><td>Yes, I have a sister.</td></tr><tr><td>Si, tengo dos hermanos.</td><td>Yes, I have two brothers.</td></tr><tr><td>Si, tengo dos hermanas.</td><td>Yes, I have two sisters.</td></tr><tr><td>No, soy hijo único.</td><td>No, I am an only child (male)</td></tr><tr><td>No, soy hija única.</td><td>No, I am an only child (female)</td></tr><tr><td>¿Cuántos años tienes?</td><td>How old is he/she?</td></tr><tr><td>Tengo... años.</td><td>He/she is... years old.</td></tr></table>	Spanish	English	¿Tienes hermanos?	Do you have any siblings?	Si, tengo un hermano.	Yes, I have a brother.	Si, tengo una hermana.	Yes, I have a sister.	Si, tengo dos hermanos.	Yes, I have two brothers.	Si, tengo dos hermanas.	Yes, I have two sisters.	No, soy hijo único.	No, I am an only child (male)	No, soy hija única.	No, I am an only child (female)	¿Cuántos años tienes?	How old is he/she?	Tengo... años.	He/she is... years old.																
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Component of learning: En la cafetería (At the café)		Vocabulary																																																													
Key Primary Theme: Grammar – Nouns are categorised by their determiner. Singular nouns to plural in Spanish Vocabulary - Vocabulary linked to food, snacks and drinks. The transactional language required to order and pay for food.																																																															
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una ensalada mixta	a mixed salad	¡Hola!	Hello!																																																												
una paella	a paella	¡Adiós!	Goodbye!																																																												
una tarta de chocolate	a chocolate cake	¿Qué deseas?	What would you like?																																																												
una crepe catalana	a crêpe brûlée	quisiera	I would like																																																												
unas gambas	some prawns	gracias	thank you																																																												
unos croquetas	some croquettes	por favor	please																																																												
unas patatas bravas	some potato bravas	y	and																																																												
un café	a coffee	la cuenta	the bill																																																												
Sticky 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																																																															

Component of learning: La clase (In the classroom)	Vocabulary																																							
Key Primary Theme: Grammar – Nouns, gender, articles/determiners and use of the negative. Revisit tengo (I have) to the negative no tengo (I do not have) Vocabulary - Nouns and articles for common classroom objects. Applying grammar knowledge of tengo (I have) to the negative no tengo (I do not have)																																								
Initial knowledge – It would be helpful to already know ☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. ☐ Vocabulary from the ‘Early learning Units’ units. ☐ That tengo means I have and comes from the verb to have tener in Spanish. ☐ What a noun and article/determiner is in English. ☐ What a verb is in English.	<table><tr><th></th><th>Spanish</th><th>English</th></tr><tr><td></td><td>un libro</td><td>a reading book</td></tr><tr><td></td><td>un cuaderno</td><td>an exercise book</td></tr><tr><td></td><td>un lápiz</td><td>a pencil</td></tr><tr><td></td><td>un bolígrafo</td><td>a pen</td></tr><tr><td></td><td>un sacapuntas</td><td>a sharpener</td></tr><tr><td></td><td>un estuche</td><td>a pencil case</td></tr><tr><td></td><td>una calculadora</td><td>a calculator</td></tr><tr><td></td><td>una barra de pegamento</td><td>a glue stick</td></tr><tr><td></td><td>una regla</td><td>a ruler</td></tr><tr><td></td><td>una goma</td><td>a rubber</td></tr><tr><td></td><td>una mochila</td><td>a rucksack</td></tr><tr><td></td><td>unas tijeras</td><td>a pair of scissors</td></tr></table>		Spanish	English		un libro	a reading book		un cuaderno	an exercise book		un lápiz	a pencil		un bolígrafo	a pen		un sacapuntas	a sharpener		un estuche	a pencil case		una calculadora	a calculator		una barra de pegamento	a glue stick		una regla	a ruler		una goma	a rubber		una mochila	a rucksack		unas tijeras	a pair of scissors
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Sticky 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.	<table><tr><th>Spanish</th><th>English</th></tr><tr><td>tengo</td><td>I have</td></tr><tr><td>no tengo</td><td>I do not have</td></tr><tr><td>¿Qué tienes en tu estuche?</td><td>What do you have in your pencil case?</td></tr><tr><td>En mi estuche tengo...</td><td>In my pencil case I have...</td></tr><tr><td>En mi estuche no tengo...</td><td>In my pencil case I do not have...</td></tr><tr><td>mi</td><td>my (singular nouns)</td></tr><tr><td>mis</td><td>my (plural nouns)</td></tr><tr><td>y</td><td>and</td></tr></table>	Spanish	English	tengo	I have	no tengo	I do not have	¿Qué tienes en tu estuche?	What do you have in your pencil case?	En mi estuche tengo...	In my pencil case I have...	En mi estuche no tengo...	In my pencil case I do not have...	mi	my (singular nouns)	mis	my (plural nouns)	y	and																					
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Component of learning: ¿Qué tiempo hace? What is the weather?		Vocabulary			
Key Primary Theme: Grammar – Use of hay and hace (to do/make) with weather phrases Vocabulary - Weather phrases and structures when asking and answering questions about the date. Compass points					
Initial knowledge – It would be helpful to already know ❑ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. ❑ Language introduced from Early Learning units. ❑ Vocabulary from ‘Me presento’ unit (Intermediate), how to say your name, age, where you live and nationality.					
Sticky 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.					

Spanish		English	
¿Qué tiempo hace?		What is the weather?	
Está lloviendo.		It is raining.	
Está nevando.		It is snowing.	
Hay tormenta.		There is a storm.	
Hace sol.		It is sunny.	
Hace mucho viento.		It is windy.	
Hace buen tiempo.		The weather is fine.	
Hace mal tiempo.		The weather is not good.	

Spanish		English	
Hace frío.		It is cold.	
Hace calor.		It is hot.	
En el norte de España...		In the north of Spain...	
En el sur de España...		In the south of Spain...	
En el centro de España...		In the centre of Spain...	
En el oeste de España...		In the west of Spain...	
En el este de España...		In the east of Spain...	
el clima		the weather	

Component of learning: Me presento... <i>presenting myself</i>	Vocabulary																																																																																																														
Key Primary Theme: 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. 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)																																																																																																															
Initial knowledge – It would be helpful to already know ☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and core vocabulary from the ‘Early Language’ unit ‘I Am Learning Spanish’. ☐ What a verb is in English and knowledge of high frequency first person verbs such as soy (I am), tengo (I have) and vivo (I live)	<table> <tr><th>Spanish</th><th>English</th></tr> <tr><td>Buenos días</td><td>Good morning!</td></tr> <tr><td>¡Hola!</td><td>Hi/Hello!</td></tr> <tr><td>¿Cómo estás?</td><td>How are you?</td></tr> <tr><td>Estoy bien.</td><td>I am fine.</td></tr> <tr><td>Estoy mal.</td><td>I am not great.</td></tr> <tr><td>Estoy regular.</td><td>So-so.</td></tr> <tr><td>Estoy muy bien.</td><td>I am great.</td></tr> <tr><td>Estoy muy mal.</td><td>I am really not great.</td></tr> <tr><td>Muy</td><td>very</td></tr> <tr><td>¡Adiós!</td><td>Goodbye!</td></tr> <tr><td>¡Hasta luego!</td><td>See you later!</td></tr> <tr><td>¿Cómo te llamas?</td><td>What is your name?</td></tr> <tr><td>Me llamo...</td><td>My name is ...</td></tr> <tr><td>¿Cuántos años tienes?</td><td>How old are you?</td></tr> <tr><td>Tengo ... años.</td><td>I am ... years old.</td></tr> <tr><td>¿Dónde vives?</td><td>Where do you live?</td></tr> <tr><td>Vivo en...</td><td>I live in...</td></tr> </table> <table> <tr><th>Spanish</th><th>English</th></tr> <tr><td>Soy...</td><td>I am...</td></tr> <tr><td>español/española</td><td>Spanish</td></tr> <tr><td>inglés/inglesa</td><td>English</td></tr> <tr><td>galés/galesa</td><td>Welsh</td></tr> <tr><td>irlandés/irlandesa</td><td>Irish</td></tr> <tr><td>escocés/escocesa</td><td>Scottish</td></tr> <tr><td>Soy de...</td><td>I am from...</td></tr> <tr><td>Soy de Inglaterra.</td><td>I am from England.</td></tr> <tr><td>uno</td><td>one</td></tr> <tr><td>dos</td><td>two</td></tr> <tr><td>tres</td><td>three</td></tr> <tr><td>cuatro</td><td>four</td></tr> <tr><td>cinco</td><td>five</td></tr> <tr><td>seis</td><td>six</td></tr> <tr><td>siete</td><td>seven</td></tr> <tr><td>ocho</td><td>eight</td></tr> </table> <table> <tr><th>Spanish</th><th>English</th></tr> <tr><td>uno</td><td>one</td></tr> <tr><td>dos</td><td>two</td></tr> <tr><td>tres</td><td>three</td></tr> <tr><td>cuatro</td><td>four</td></tr> <tr><td>cinco</td><td>five</td></tr> <tr><td>seis</td><td>six</td></tr> <tr><td>siete</td><td>seven</td></tr> <tr><td>ocho</td><td>eight</td></tr> <tr><td>diez</td><td>ten</td></tr> <tr><td>once</td><td>eleven</td></tr> <tr><td>doce</td><td>twelve</td></tr> <tr><td>trece</td><td>thirteen</td></tr> <tr><td>catorce</td><td>fourteen</td></tr> <tr><td>quince</td><td>fifteen</td></tr> <tr><td>dieciséis</td><td>sixteen</td></tr> <tr><td>diecisiete</td><td>seventeen</td></tr> <tr><td>dieciocho</td><td>eighteen</td></tr> <tr><td>diecinueve</td><td>nineteen</td></tr> <tr><td>veinte</td><td>twenty</td></tr> </table>	Spanish	English	Buenos días	Good morning!	¡Hola!	Hi/Hello!	¿Cómo estás?	How are you?	Estoy bien.	I am fine.	Estoy mal.	I am not great.	Estoy regular.	So-so.	Estoy muy bien.	I am great.	Estoy muy mal.	I am really not great.	Muy	very	¡Adiós!	Goodbye!	¡Hasta luego!	See you later!	¿Cómo te llamas?	What is your name?	Me llamo...	My name is ...	¿Cuántos años tienes?	How old are you?	Tengo ... años.	I am ... years old.	¿Dónde vives?	Where do you live?	Vivo en...	I live in...	Spanish	English	Soy...	I am...	español/española	Spanish	inglés/inglesa	English	galés/galesa	Welsh	irlandés/irlandesa	Irish	escocés/escocesa	Scottish	Soy de...	I am from...	Soy de Inglaterra.	I am from England.	uno	one	dos	two	tres	three	cuatro	four	cinco	five	seis	six	siete	seven	ocho	eight	Spanish	English	uno	one	dos	two	tres	three	cuatro	four	cinco	five	seis	six	siete	seven	ocho	eight	diez	ten	once	eleven	doce	twelve	trece	thirteen	catorce	fourteen	quince	fifteen	dieciséis	sixteen	diecisiete	seventeen	dieciocho	eighteen	diecinueve	nineteen	veinte	twenty
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Sticky 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	Year 5
Key Knowledge	Key sounds/phonemes
Component of learning: La fonética 1, 2 & 3	
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 ll rr	
☐ La fonética 2 - ca ce ci co cu	
Sticky knowledge to be taught & assessed for end goal.	
☐ In Spanish, the letter ‘g’ is pronounced as a hard ‘g’ sound (as in our English word ‘got’) when it is followed by the vowels ‘a’, ‘o’ or ‘u’.	
☐ In Spanish the letter ‘g’ is pronounced as a soft ‘h’ sound (as in our English word ‘hot’) when it is followed by the vowels ‘e’, or ‘i’.	
☐ The pronunciation of the soft ‘g’ sound in Spanish is similar to our English ‘h’ sound but throaty and raspier! It is pronounced the same as the Spanish ‘j’ sound	

ga	ge	gi	go	gu
In Castilian Spanish (<i>castellano</i>), the letter combination ‘ga’ is pronounced like the ‘ga’ in the English word ‘garage’	In Castilian Spanish, the letter combination ‘ge’ is pronounced like the ‘he’ in the English word ‘hello’.	In Castilian Spanish, the letter combination ‘gi’ is pronounced similarly to the English pronoun ‘he’.	In Castilian Spanish, the letter combination ‘go’ is pronounced like the ‘go’ in the English word ‘golf’.	In Castilian Spanish, the letter combination ‘gu’ is usually pronounced like the ‘ghou’ in the English word ‘ghoul’.
In Spanish, when a ‘g’ is followed by the vowels ‘a’, ‘o’ or ‘u’, the ‘g’ sound is hard (in Spanish, a ‘hard g’ means a sound like the ‘g’ in ‘green’)	In Spanish, when a ‘g’ is followed by the vowels ‘e’, or ‘i’, the ‘g’ sound is soft. (in Spanish, a ‘soft g’ is pronounced like an English ‘h’ in the word ‘hot’ but raspier and from the back of the throat.	In Spanish, when a ‘g’ is followed by the vowels ‘e’, or ‘i’, the ‘g’ sound is soft. (in Spanish, a ‘soft g’ is pronounced like an English ‘h’ in the word ‘hot’ but raspier and from the back of the throat.	In Spanish, when a ‘g’ is followed by the vowels ‘a’, ‘o’ or ‘u’, the ‘g’ sound is hard (in Spanish, a ‘hard g’ means a sound like the ‘g’ in ‘green’)	In Spanish, when a ‘g’ is followed by the vowels ‘a’, ‘o’ or ‘u’, the ‘g’ sound is hard (in Spanish, a ‘hard g’ means a sound like the ‘g’ in ‘green’)

Component of Learning: Hábitats (Habitats)	Vocabulary			
Key Primary Theme: Grammar – Verbs. Exploring the 3rd person conjugation of the verb CRECER and VIVIR. Two regular -er and -ir Spanish verbs in the present tense 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				
Initial knowledge – It would be helpful to already know ☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. ☐ Vocabulary from the Early Learning units. ☐ Different strategies on how to decode unknown text from units such as ‘Ricitos de Oro’, ‘La casa Tudor’ and/or ‘Caperucita Roja’				
Sticky knowledge: taught & assessed for end goal. ☐ Say and write the key elements that animals and plants need to survive. ☐ Name the 5 most common types of habitats. ☐ Name an animal and a plant that live and grow in each type of habitat ☐ Verbs can be spelt differently depending on who is doing the action.				

Spanish	English	Spanish	English
los hábitats	the habitats	 la Groenlandia	Greenland
Los animales y las plantas necesitan...	The animals and the plants need...	 el camello	the camel
 refugio	shelter	 el conejo	the rabbit
 comida	food	 el oso polar	the polar bear
 aire	air	 el mono araña	the spider monkey
 sol	sun	 el tiburón	the shark
 agua	water	 vive	(he/she/it) lives
 la selva tropical	the tropical rainforest	 viven	(they) live
 el campo	the meadow	 en	in
 el océano	the ocean	 los dígitos	the seaweeds
 el desierto	the desert	 los árboles altos	the tall trees
 el Ártico	the Arctic	 los arbustos	the bushes
...es un hábitat en...	...is a habitat in...	 los cactus	the cacti
el Sahara	the Sahara	las plantas resistentes	the hardy plants
el Amazonas	the Amazon	crece	(he/she/it) grows
el parque nacional South Downs	the South Downs national park	crecen	(they) grow
el Océano Pacífico	the Pacific Ocean		

Component of Learning: Los juegos olímpicos (Sports/Olympics)	Vocabulary																																								
Key Primary Theme: Grammar – Articles and determiners linked to Olympic sports and how to write phrases describing an Olympian by their performance sport Vocabulary - Understand agreement rules better and that nouns can change spelling depending on the gender of a person they are describing																																									
Initial knowledge – It would be helpful to already know ❑ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. ❑ Language introduced from Early language and intermediate units ❑ Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in Spanish ❑ How to decode longer, unknown texts in Spanish	<table><tr><th>Spanish</th><th>English</th></tr><tr><td>Los juegos olímpicos</td><td>The Olympic Games</td></tr><tr><td>Los juegos olímpicos antiguos</td><td>The ancient Olympic Games</td></tr><tr><td>Los juegos olímpicos modernos</td><td>The modern Olympic Games</td></tr><tr><td>la equitación</td><td>horse riding</td></tr><tr><td>la esgrima</td><td>fencing</td></tr><tr><td>la natación</td><td>swimming</td></tr><tr><td>el remo</td><td>rowing</td></tr><tr><td>el atletismo</td><td>athletics</td></tr><tr><td>el boxeo</td><td>boxing</td></tr><tr><td>el ciclismo</td><td>cycling</td></tr><tr><td>el salto de trampolín</td><td>diving</td></tr></table> <table><tr><td>el tiro con arco</td><td>archery</td></tr><tr><td>el triatlón</td><td>triathlon</td></tr><tr><td>practicar</td><td>to practise/do</td></tr><tr><td>Practico atletismo.</td><td>I practise/do athletics.</td></tr><tr><td>Practico boxeo.</td><td>I practise/do boxing.</td></tr><tr><td>Practico salto de trampolín.</td><td>I practise/do diving.</td></tr><tr><td>Practico ciclismo.</td><td>I practise/do cycling.</td></tr><tr><td>Practico tiro con arco.</td><td>I practise/do archery.</td></tr></table>	Spanish	English	Los juegos olímpicos	The Olympic Games	Los juegos olímpicos antiguos	The ancient Olympic Games	Los juegos olímpicos modernos	The modern Olympic Games	la equitación	horse riding	la esgrima	fencing	la natación	swimming	el remo	rowing	el atletismo	athletics	el boxeo	boxing	el ciclismo	cycling	el salto de trampolín	diving	el tiro con arco	archery	el triatlón	triathlon	practicar	to practise/do	Practico atletismo.	I practise/do athletics.	Practico boxeo.	I practise/do boxing.	Practico salto de trampolín.	I practise/do diving.	Practico ciclismo.	I practise/do cycling.	Practico tiro con arco.	I practise/do archery.
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Practico salto de trampolín.	I practise/do diving.																																								
Practico ciclismo.	I practise/do cycling.																																								
Practico tiro con arco.	I practise/do archery.																																								
Sticky knowledge: taught & assessed for end goal. ❑ Understand the key fact of the ancient and modern Olympic games ❑ Learn 10 nouns with the correct article//determiners for Olympic sports ❑ Know the present tense conjugation of the high frequency verb ‘practicar’ ❑ Know the gendered nouns and the agreement rules involved when describing a male or female Olympian ❑ When saying that you play a sport in Spanish, the verb ‘practicar’ is normally used.																																									

Component of Learning: La fecha (Saying the date)	Vocabulary																																																																												
Key Primary Theme: Grammar –Days of the week and months of the year do not have capital letters unless they are at the start of a sentence Vocabulary - 7 Days of the week, 12 months of the year and key questions and phrases including the date																																																																													
Initial knowledge – It would be helpful to already know ❑ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3 ❑ Language introduced from Early Language units & numbers 1-31 ❑ Vocabulary from the Intermediate unit ‘Me presento’, including how to say your name and age in Spanish.																																																																													
Sticky knowledge: taught & assessed for end goal. ❑ Months of the year(and days of the week) do not have a capital letter unless they are found at the start of a sentence ❑ A ¿ is used at the beginning of a question – no exceptions! ❑ Know that there are 7 days in a week ❑ Know that there are 12 months of the year ❑ Recognise and recall numbers 1-31 in Spanish	<table><tr><th>Spanish</th><th>English</th><th>Spanish</th><th>Spanish</th></tr><tr><td>la fecha</td><td>the date</td><td> agosto</td><td>14 catorce</td></tr><tr><td>los días de la semana</td><td>the days of the week</td><td> septiembre</td><td>15 quince</td></tr><tr><td>lunes</td><td>Monday</td><td> octubre</td><td>16 dieciséis</td></tr><tr><td>martes</td><td>Tuesday</td><td> noviembre</td><td>17 diecisiete</td></tr><tr><td>miércoles</td><td>Wednesday</td><td> diciembre</td><td>18 dieciocho</td></tr><tr><td>jueves</td><td>Thursday</td><td> uno</td><td>19 diecinueve</td></tr><tr><td>viernes</td><td>Friday</td><td> dos</td><td>20 veinte</td></tr><tr><td>sábado</td><td>Saturday</td><td> tres</td><td>21 veintiuno</td></tr><tr><td>domingo</td><td>Sunday</td><td> cuatro</td><td>22 veintidós</td></tr><tr><td>¿Qué fecha es hoy?</td><td>What is the date today?</td><td> cinco</td><td>23 veintitrés</td></tr><tr><td>Hoy es ...</td><td>Today is ...</td><td> seis</td><td>24 veinticuatro</td></tr><tr><td> enero</td><td>January</td><td> siete</td><td>25 veinticinco</td></tr><tr><td> febrero</td><td>February</td><td> ocho</td><td>26 veintiséis</td></tr><tr><td> marzo</td><td>March</td><td> nueve</td><td>27 veintisiete</td></tr><tr><td> abril</td><td>April</td><td> diez</td><td>28 veintiocho</td></tr><tr><td> mayo</td><td>May</td><td> once</td><td>29 veintinueve</td></tr><tr><td> junio</td><td>June</td><td> doce</td><td>30 treinta</td></tr><tr><td> julio</td><td>July</td><td> trece</td><td>31 treinta y uno</td></tr></table>	Spanish	English	Spanish	Spanish	la fecha	the date	 agosto	14 catorce	los días de la semana	the days of the week	 septiembre	15 quince	lunes	Monday	 octubre	16 dieciséis	martes	Tuesday	 noviembre	17 diecisiete	miércoles	Wednesday	 diciembre	18 dieciocho	jueves	Thursday	 uno	19 diecinueve	viernes	Friday	 dos	20 veinte	sábado	Saturday	 tres	21 veintiuno	domingo	Sunday	 cuatro	22 veintidós	¿Qué fecha es hoy?	What is the date today?	 cinco	23 veintitrés	Hoy es ...	Today is ...	 seis	24 veinticuatro	 enero	January	 siete	25 veinticinco	 febrero	February	 ocho	26 veintiséis	 marzo	March	 nueve	27 veintisiete	 abril	April	 diez	28 veintiocho	 mayo	May	 once	29 veintinueve	 junio	June	 doce	30 treinta	 julio	July	 trece	31 treinta y uno
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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		<table><tr><th>Spanish</th><th>English</th></tr><tr><td> un perro</td><td>a dog</td></tr><tr><td> un gato</td><td>a cat</td></tr><tr><td> un conejo</td><td>a rabbit</td></tr><tr><td> un hámster</td><td>a hamster</td></tr><tr><td> un pez</td><td>a fish</td></tr><tr><td> un ratón</td><td>a mouse</td></tr><tr><td> una cotorra</td><td>a parrot / parakeet</td></tr><tr><td> una tortuga</td><td>a tortoise</td></tr></table>		Spanish	English	 un perro	a dog	 un gato	a cat	 un conejo	a rabbit	 un hámster	a hamster	 un pez	a fish	 un ratón	a mouse	 una cotorra	a parrot / parakeet	 una tortuga	a tortoise	<table><tr><th>Spanish</th><th>English</th></tr><tr><td>Tengo...</td><td>I have...</td></tr><tr><td>No tengo...</td><td>I do not have...</td></tr><tr><td>Tengo un...</td><td>I have a... (masculine)</td></tr><tr><td>Tengo una...</td><td>I have a... (feminine)</td></tr><tr><td>que se llama...</td><td>that is called...</td></tr><tr><td>y</td><td>and</td></tr><tr><td>pero</td><td>but</td></tr></table>		Spanish	English	Tengo...	I have...	No tengo...	I do not have...	Tengo un...	I have a... (masculine)	Tengo una...	I have a... (feminine)	que se llama...	that is called...	y	and	pero	but
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Initial knowledge – It would be helpful to already know ☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' 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. ☐ 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																																							

Component of Learning: Mi casa (Home)	Vocabulary																																																
Key Primary Theme: Grammar – Key linguistic structures En mi casa hay... (In my house there is...) En mi casa no hay... (In my house there is not...) Vocabulary - Understand how to use the negative. 1st person conjugation of high frequency verbs vivo (I live)																																																	
Initial knowledge – It would be helpful to already know ❑ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. ❑ Vocabulary from the Early Learning units. ❑ Vocabulary from ‘Presenting Myself’, ‘My Family’ and ‘Do You Have a Pet?’ and able to present ourselves, talk about our/a family and pets.																																																	
Sticky knowledge: taught & assessed for end goal. ❑ Be able to say and write in Spanish whether we live in a house or an apartment. ❑ Know how to say the room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... ❑ Use the conjunction y to link two sentences together. ❑ ¿ is used at the start of a question.	<table><tr><th>Spanish</th><th>English</th></tr><tr><td>¿Dónde vives?</td><td>Where do you live?</td></tr><tr><td>Vivo en...</td><td>I live in...</td></tr><tr><td> una casa</td><td>a house</td></tr><tr><td> un piso</td><td>an apartment</td></tr><tr><td> en la ciudad</td><td>in town</td></tr><tr><td> en el campo</td><td>in the countryside</td></tr><tr><td> en la montaña</td><td>in the mountains</td></tr><tr><td> en la costa</td><td>by the sea</td></tr><tr><td> en un pueblo</td><td>in a village</td></tr><tr><td>En mi casa hay...</td><td>In my home there is... / there are...</td></tr><tr><td>En mi casa no hay...</td><td>In my home there is not... / there are no...</td></tr></table> <table><tr><th>Spanish</th><th>English</th></tr><tr><td> una cocina</td><td>a kitchen</td></tr><tr><td> un comedor</td><td>a dining room</td></tr><tr><td> un cuarto de baño</td><td>a bathroom</td></tr><tr><td> un dormitorio</td><td>a bedroom</td></tr><tr><td> un lavadero</td><td>a utility room</td></tr><tr><td> un sótano</td><td>a basement</td></tr><tr><td> un despacho</td><td>an office / a study</td></tr><tr><td> un salón</td><td>a living room</td></tr><tr><td> un garaje</td><td>a garage</td></tr><tr><td> un jardín</td><td>a garden</td></tr><tr><td>y</td><td>and</td></tr></table>	Spanish	English	¿Dónde vives?	Where do you live?	Vivo en...	I live in...	 una casa	a house	 un piso	an apartment	 en la ciudad	in town	 en el campo	in the countryside	 en la montaña	in the mountains	 en la costa	by the sea	 en un pueblo	in a village	En mi casa hay...	In my home there is... / there are...	En mi casa no hay...	In my home there is not... / there are no...	Spanish	English	 una cocina	a kitchen	 un comedor	a dining room	 un cuarto de baño	a bathroom	 un dormitorio	a bedroom	 un lavadero	a utility room	 un sótano	a basement	 un despacho	an office / a study	 un salón	a living room	 un garaje	a garage	 un jardín	a garden	y	and
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Component of Learning: La Ropa (Clothes)	
Key Primary Theme: Grammar – New verb llevar (to wear) llevo (I wear). Possessive adjectives mi and mis Vocabulary - Role of plurality in the choice of possessives. Understand adjectival agreement	
Initial knowledge – It would be helpful to already know ☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in ‘Me presento’). ☐ Nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective. ☐ Know the differences between definite and indefinite articles. ☐ Be able to recall the vocabulary to describe weather	
Sticky 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.	

Vocabulary	
Spanish	English
yo llevo	I wear
tú llevas	you wear
él lleva	he wears
ella lleva	she wears
nosotros llevamos	we wear (masculine & mixed group)
nosotras llevamos	we wear (all feminine group)
vosotros lleváis	you all wear (masculine & mixed)
vosotras lleváis	you all wear (feminine)
ellos llevan	they all wear (masculine & mixed)
ellas llevan	they all wear (feminine)

Spanish	English
 una camisa	a shirt
 una gorra	a cap
 unos guantes	a pair of gloves
 unas botas	a pair of boots
 unas medias	a pair of socks / tights
 unas sandalias	a pair of sandals
 unas gafas	a pair of glasses
 unos pantalones cortos	a pair of shorts
 unos zapatos	a pair of shoes
 unos calcetines	a pair of socks

MFL – KS2	Year 6
Key Knowledge	Key Vocabulary
Component of learning: La fonética 1, 2, 3 & 4	
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 ll rr	
☐ La fonética 2- ca ce ci co cu	
☐ La fonética 3- ga ge gi go gu	
Sticky knowledge to be taught & assessed for end goal.	
☐ This group of letters is more disparate but still represents sounds/phonemes that are common in Spanish and quite different to what we are used to as English speakers.	
☐ When pronouncing the Spanish letters ‘b’ and ‘v’, in Castilian Spanish, they are pronounced exactly alike	

b	v	cc	qu	z
In Castilian Spanish (<i>castellano</i>) the letter ‘b’ is pronounced like the ‘b’ in the English words ‘boy’ or ‘bag’.	In Castilian Spanish the letter ‘v’ is not pronounced like the English equivalent. Instead, it is pronounced like the ‘b’ sound in the English words ‘boy’ or ‘bag’.	In Castilian Spanish, the letter combination ‘cc’ is pronounced as two separate sounds: ‘k-th’. The first ‘c’ is pronounced as a hard ‘c’ like the ‘k’ in the English word ‘kick’.	In Castilian Spanish, the letter combination ‘qu’ is pronounced like the ‘k’ in the English word ‘kettle’.	In Castilian Spanish, the letter ‘z’ is pronounced in the same way as the Spanish soft ‘c’ sound we have seen previously. It is pronounced in the same way as we pronounce the ‘th’ in the English words ‘thorn’ or ‘thing’.
In Castilian Spanish (<i>castellano</i>), the most important thing to remember about pronouncing the letters ‘b’ and ‘v’ is that they are pronounced exactly alike.	In Castilian Spanish (<i>castellano</i>), the most important thing to remember about pronouncing the letters ‘b’ and ‘v’ is that they are pronounced exactly alike.	The second ‘c’ is pronounced as a soft ‘c’ which resembles the ‘th’ sound in the English word ‘thorn’. Since a ‘c’ only becomes soft when followed by the vowels ‘e’ or ‘i’, the letter combination ‘cc’ only exists when followed by ‘e’ or ‘i’.		

Component of Learning: <i>Tradiciones y Celebraciones Traditions & Celebrations</i>	Vocabulary			
Key Primary Theme: Grammar – Adjectival agreement, high frequency verbs & opinion structures. Introduction to 3rd person singular conjugations of high frequency verbs such as 'es' (it is) and relevant verbs to the unit such as 'se celebra' (it is celebrated) Vocabulary - High frequency question words such as ¿Cuándo? (When?), ¿Dónde? (Where?) and ¿Por qué? (Why?)				
Initial knowledge – It would be helpful to already know ☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Language units. ☐ Vocabulary from 'Me presento' and 'la fetcha' units. ☐ Nouns in Spanish have gender and this has an impact on the determiner and the adjective				
Sticky knowledge: taught & assessed for end goal. ☐ 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				

Spanish	English	Spanish	English
¿Dónde?	Where?	porque...	because...
¿Cuándo?	When?	la fiesta	the festival
¿Por qué?	Why?	marzo	March
¿Cuánto dura?	How long does it last?	abril	April
¿Cuántos?	How many?	julio	July
Es...	It is...	agosto	August
Se celebra...	It is celebrated...	noviembre	November
Dura...	It lasts...		
Me gusta...	I like it...		
No me gusta...	I do not like it...		

Component of Learning: En el colegio (At School)	Vocabulary																																																																								
Key Primary Theme: Grammar – Nouns, gender, definite articles & high frequency irregular verb ir. Revision of definite article el, la, los and las. Full verb conjugation of the verb IR, high frequency irregular verb Vocabulary - Positive and negative opinions in reply to the target question ¿Qué te gusta? and a variety of justifications to expand the opinion	<table><tr><th>Spanish</th><th>English</th><th>Spanish</th><th>English</th><th>Spanish</th><th>English</th></tr><tr><td>en el colegio</td><td>at school</td><td>No me gusta...</td><td>I do not like... (singular)</td><td>es</td><td>it is</td></tr><tr><td> el español</td><td>Spanish</td><td>No me gustan...</td><td>I do not like... (plural)</td><td>porque es...</td><td>because it is...</td></tr><tr><td> el inglés</td><td>English</td><td>Odio...</td><td>I hate...</td><td>porque son...</td><td>because they are...</td></tr><tr><td> el arte</td><td>art</td><td>Si me gusta...</td><td>Yes, I like... (singular)</td><td>y</td><td>and</td></tr><tr><td> la educación física</td><td>P.E</td><td>Si me gustan...</td><td>Yes, I like... (plural)</td><td>pero</td><td>but</td></tr><tr><td> la música</td><td>music</td><td>Si me encanta...</td><td>Yes, I love... (singular)</td><td>sin embargo</td><td>however</td></tr><tr><td> la geografía</td><td>geography</td><td>Si me encantan...</td><td>Yes, I love... (plural)</td><td>¡Hola!</td><td>hello!</td></tr><tr><td> la historia</td><td>history</td><td>No, no me gusta...</td><td>No, I do not like... (singular)</td><td>¡Hola! ¡Hola!</td><td>See you soon!</td></tr><tr><td> las matemáticas</td><td>maths</td><td>No, no me gustan...</td><td>No, I do not like... (plural)</td><td></td><td></td></tr><tr><td> las ciencias</td><td>science</td><td>No, odio...</td><td>No, I hate...</td><td></td><td></td></tr><tr><td> la informática</td><td>ICT</td><td>aburrido</td><td>boring</td><td></td><td></td></tr></table>	Spanish	English	Spanish	English	Spanish	English	en el colegio	at school	No me gusta...	I do not like... (singular)	es	it is	 el español	Spanish	No me gustan...	I do not like... (plural)	porque es...	because it is...	 el inglés	English	Odio...	I hate...	porque son...	because they are...	 el arte	art	Si me gusta...	Yes, I like... (singular)	y	and	 la educación física	P.E	Si me gustan...	Yes, I like... (plural)	pero	but	 la música	music	Si me encanta...	Yes, I love... (singular)	sin embargo	however	 la geografía	geography	Si me encantan...	Yes, I love... (plural)	¡Hola!	hello!	 la historia	history	No, no me gusta...	No, I do not like... (singular)	¡Hola! ¡Hola!	See you soon!	 las matemáticas	maths	No, no me gustan...	No, I do not like... (plural)			 las ciencias	science	No, odio...	No, I hate...			 la informática	ICT	aburrido	boring		
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Initial knowledge – It would be helpful to already know ☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. ☐ How to give our personal details from memory (name, age and where we live).																																																																									
Sticky knowledge: taught & assessed for end goal. ☐ Know the names of the subjects we study in school in Spanish with the 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.																																																																									

Component of Learning: El fin de semana (Weekend activities)	Vocabulary																																																					
Key Primary Theme: Grammar –Verbs, conjunctions and opinions. Revision & consolidation of first person singular high frequency verbs such as voy and juego . Also being introduced to new verbs such as veo and leo and remembering that the 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?'																																																						
Initial knowledge – It would be helpful to already know ☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' 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).																																																						
Sticky knowledge: taught & assessed for end goal. ☐ Know how to tell the time in Spanish using quarter past, half past and 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.																																																						
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Component of Learning: En la ciudad (around town)	Vocabulary																																																										
Key Primary Theme: Grammar – Definite articles/determiners in Spanish for masculine and feminine nouns. Prepositions: examples and clear explanation of how prepositions can change in combination with these definite articles/determiners in Spanish. Vocabulary - The nouns for 10 places in Spanish in a town with a range of directions to describe how to reach them as well as phrases for asking and answering where a place is located in a town																																																											
Initial knowledge – It would be helpful to already know ❑ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2, 3 & 4. ❑ Language introduced from key Intermediate units such as 'Presenting Myself', 'At the Café', 'My Home' and 'Do You Have A Pet?'. ❑ 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 combinations. ❑ 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																																																											
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Component of Learning: Comer sano (<i>Healthy Lifestyles</i>)	Vocabulary																																																																																																
Key Primary Theme: Grammar – First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of comer in first person singular and in their negative form. Different punctuation as seen with ¿ and ¡ Vocabulary - Food and beverage items that are good and bad for a healthy lifestyle																																																																																																	
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Sticky knowledge: taught & assessed for end goal. ☐ Know how to say and write what we eat and drink to stay healthy ☐ Know how to Say and write the activities we do and do not do to stay in shape including a choice of physical activities. ☐ Be able to follow a simple, healthy recipe in Spanish. ☐ Know and use the punctuation of ¿ and ¡																																																																																																	
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Component of Learning: Yo en el mundo (<i>Me in the World</i>)		Vocabulary																																																					
Key Primary Theme: Grammar – Verbs & near future tense. Revisiting the 1st person conjugation of the verb <i>ir</i> (to go) <i>voy</i> with the infinitive <i>utilizar</i> (to use) for the near future.																																																							
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¿Qué vas a hacer para ayudar a salvar el planeta?	What are you going to do to help save the planet?																																																						
Voy a utilizar menos papel.	I am going to use less paper.																																																						
Voy a utilizar menos cartón.	I am going to use less cardboard.																																																						
Voy a utilizar menos plástico.	I am going to use less plastic.																																																						
Voy a utilizar menos agua.	I am going to use less water.																																																						