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.

<u>Intent</u>

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2. BHPS has adopted a whole school approach to the teaching of Spanish to all KS2 Pupils, where we provide children with a challenging and engaging MFL curriculum by offering Spanish. By the end of Key Stage 2, we want our children to be in line with their peers nationally by providing experiences which encourage a love for learning a new language but equally have the opportunity to use transferable language skills. Children will be able to understand simple spoken and written language; be able to speak aloud and take part in short conversations and have the ability to write simple sentences. They will have an understanding of different cultures, have knowledge of how languages work and how to learn them.

Our Spanish MFL curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition – both in a year group and across both key stages. Curriculum coverage is mapped out carefully from Year 3 to Year 6, which allows some key primary themes to be developed at a deeper level of learning, understanding and mastery. Throughout their study, the children will acquire and develop the conceptual and procedural knowledge that has been identified within each component of learning and across each year group. Primary conceptual knowledge is taught in sequences that builds on prior learning. It is the key content - 'what' is being taught. Procedural knowledge is the 'linguistic skill' - how to use what is taught.

Conceptual Knowledge

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

Procedural Knowledge

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

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

Implementation

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

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

Our KS2 scheme of work is designed to fulfil National Curriculum requirements, providing learning experiences that engage, enthuse and motivate all of our learners. To aid progression within our curriculum depth maps, we draw on the non-statutory KS2 languages framework guidance. In line with these guidelines, all pupils in KS2 will have a weekly Spanish lesson. This time allocation is made up of a combination of dedicated language lessons, teaching language through other subject areas and using language for real purposes in daily classroom routines. Curriculum coverage is sequenced carefully from Year 3 to Year 6 which allows key primary themes, conceptual and procedural knowledge to be developed and revisited at a deeper level of learning.

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

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

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

The precise methodology and pedagogy have three clear steps:

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

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

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

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

Impact

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

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

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

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

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

During the following Staging Points these will be identified as:

Year 3

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

By the end of Year 3 pupils should:

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

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.

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

	Wr	iting	
Year 3	Year 4	Year 5	Year 6
Know that words and short phrases can be used to write, using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank)	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.
Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns)	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate	Learn to manipulate the language and be able to substitute words for suitable alternatives	Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)
		Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary	Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant) Incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives
			and possessive adjectives
		nmar	l
Year 3	Year 4	Year 5	Year 6
Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied	Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.	Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.	Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.
	Introduce and use the negative form.	Use the negative form, possessives and connectives.	Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.
	Begin to look at what a fully conjugated verb looks like	Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant
	Intercultural I	Jnderstanding	
Year 3	Year 4	Year 5	Year 6
Learn about the different languages spoken by children in the school	Learn about festivals and celebrations in different cultures	Look at further aspects of their everyday lives from the perspective of someone from another country	Compare attitudes towards everyday life.
Locate country/countries where Spanish is spoken	Know about some aspects of everyday life and compare them to their own	Recognise similarities and differences between places	Recognise and understand some of the differences between people
Identify social conventions at home and in other cultures	Compare traditional stories		Present information about an aspect of culture.
Make indirect or direct contact with the country/countries where the language	Learn about ways of travelling to the country/countries		Celebrations

Progression map through the Teaching Types of Language Angels

EARLY LANGUAGE TEACHING TYPE

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



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



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



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

SPEAKING



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



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





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

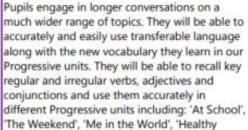
INTERMEDIATE TEACHING TYPE

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

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

PROGRESSIVE TEACHING TYPE

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



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





INTERMEDIATE TEACHING TYPE

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

PROGRESSIVE TEACHING TYPE

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

mimic th repeatin memory encoura poems a

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

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

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

PROGRESSIVE TEACHING TYPE

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

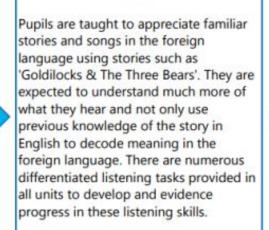


and/or words that they have been

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

taught in their lessons. (NB: This

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



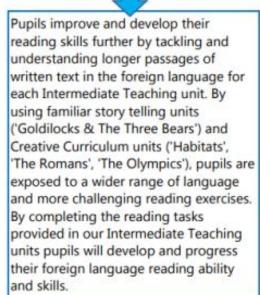


Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: 'Me in the World', 'WWII', 'The Olympics', 'At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

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

INTERMEDIATE TEACHING TYPE

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



PROGRESSIVE TEACHING TYPE

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



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



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

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

INTERMEDIATE TEACHING TYPE

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

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

PROGRESSIVE TEACHING TYPE

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

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







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

INTERMEDIATE TEACHING TYPE

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

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

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

PROGRESSIVE TEACHING TYPE

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

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

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

To understand the concept of gender.

To start to understand the concept of nouns and articles.

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

INTERMEDIATE TEACHING TYPE

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

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

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

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

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

PROGRESSIVE TEACHING TYPE

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



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

Half Termly Component of Learning Overview per year group

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

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

	YR	Component of Learning	Key Primary Theme	Detail
		La fonética 1, 2 & 3	Phonic Sounds and Phonemes	ch j ñ II rr / ca ce ci co cu / ga ge gi go gu Pronunciation of Spanish vowels Pronunciation of specific letter strings in Spanish
		Hábitats	Grammar	The use of accents in Spanish – accents indicate the vowel is stressed Verbs. Exploring the 3rd person conjugation of the verb CRECER and VIVIR. Two regular -er and -ir Spanish verbs in the present tense
		Habitats	Vocabulary	Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat
		Los juegos olimpicos	Grammar	Articles and determiners linked to Olympic sports and how to write phrases describing an Olympian by their performance sport.
		Sports/Olympics	Vocabulary	Understand agreement rules better and that nouns can change spelling depending on the gender of a person they are describing
	5	La fecha	Grammar	Days of the week and months of the year do not have capital letters unless they are at the start of a sentence
		Saying the date	Vocabulary	7 Days of the week, 12 months of the year and key questions and phrases including the date
		¿Tienes una mascota?	Grammar	Common pets and their determiners. Plus conjunctions 'pero' meaning but
		Do you have a pet?	Vocabulary	Role of gender in the choice of determiners un / una and tengo / no tengo
		Mi casa	Grammar	Key linguistic structures En mi casa hay (In my house there is) En mi casa no hay (In my house there is not)
		Rooms/Home	Vocabulary	Understand how to use the negative. 1 st person conjugation of high frequency verbs vivo (I live)
		La Ropa	Grammar	New verb llevar (to wear) llevo (I wear) Possessive adjectives mi and mis
		Clothes	Vocabulary	Role of plurality in the choice of possessives Understand adjectival agreement
			1	
şe 2		La fonética 1, 2, 3 & 4	Phonic Sounds and Phonemes	ch j ñ II 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
Key Stage 2				The use of accents in Spanish – accents indicate the vowel is stressed
Key		Tradiciones y Celebraciones Traditions & Celebrations	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
			Vocabulary	celebrated) High frequency question words such as ¿Cuándo? (When?), ¿Dónde? (Where?) and ¿Por qué? (Why?)
		En el colegio	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
		At School	Vocabulary	Positive and negative opinions in reply to the target question ¿Qué te gusta? and a variety of justifications to expand the opinion
	6	El fin de semana Weekend activities	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 Cindad	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
		Around town	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 Healthy Lifestyles	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	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.
		Me in the World	Vocabulary	
<u> </u>	1		· · · · · · · · · · · · · · · · · · ·	

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

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

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

Component of learning: Los Instrumentos (Instruments)		Voc	abular	У	
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. 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.	Spanish las berenjenas las espinaces las cebellas las celabacines las todacines las judias verdes las judias verdes los guisantes los champiñones las zanahorios	English the aubergines the spinach the onions the courgettes the tomatoes the green beans the peas the mushrooms the carrots	A	Spanish un kilo de medio kilo de Qeisiera par fevor y ii-tolel 4Puedo ayudarte2 6Alga más2 6Cudanto cuesta2	English one kilo of half a kilo of I would like please and Heliol Can I helip you? Is that all/anything else? How much is that?
 □ What a noun and article/determiner is in English □ What a verb is in English. 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 	los patatas	the potatoes		gracias IHasta luegol En mi cesta tengo	thork you Goodbyel In my basket I have
Spanish. Component of learning: Sé(I know how) Key Primary Theme:	Spanish	Voc English	abular	y Spanish	English

Component of learning: Sé(I know how)		Voca	abulary	
Key Primary Theme: Grammar – Model verb plus infinitive. Learning that Sé (which comes from the	Spanish	English	Spanish	English
modal verb saber and translates as 'I know how') is ALWAYS followed by a verb	Sé	I know how	tocar un instrumento	to play an instrument to ice-skate
in its infinitive form in Spanish Vocabulary – First person conjugation of the modal verb saber (to know how),	bailar	to dance	dibujar	to draw
in the positive and negative.	cantar	to sing	nadar	to swim
Initial knowledge – It would be helpful to already know	saltar	to jump	hablar español	to speak Spanish
The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	cocinar	to cook	у	and
lesson 1. Language introduced from units like 'Animals', 'Instruments', 'Fruits' and 'Vegetables'.	montar en bicicleta	to ride a bike	pero	but
☐ 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:	Spanish	English	Spanish	English	
Grammar – Nouns, gender and high-frequency verb. Nouns in Spanish are either	un helado	an ice-cream	un cucurucho	a cone	
, , , , , , , , , , , , , , , , , , , ,	de vainilla	vanilla flavour	una tarrina	a small tub/pot	
masculine or feminine. There are different words for a/an depending on the	de fresa	strawberry flavour	una bola	one scoop	
gender of the noun	de plátano	banana flavour	dos bolas	two scoops	
Vocabulary – Flavours of ice-creams and a range of language and phrases	de menta	mint flavour	tres bolas	three scoops	
associated to ordering an ice-cream e.g. cone or small pot	de pistacha	pistachio flavour	por favor	please	
Initial knowledge – It would be helpful to already know	de chocolate	chocolate flavour	iHolal	Hello!	
, ,	de café	coffee flavour	¿Qué sabor?	Which flavour?	
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	de caramela	caramel flavour	¿Cuánto cuesto?	How many sceeps?	
lesson 1.	de mora	blackberry flavour	gracias	thank you	
☐ Vocabulary from the 'I Am Learning Spanish' unit.	Quisiera	I would like	IAdiásl	Goodbyel	
Sticky knowledge: taught & assessed for end goal.	У	and			
☐ 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:	Spanish English Spanish English
Grammar – Plural of the definite article/determiner which has two forms: un	una manzana an apple las manzanas the apples
and una	una fresa a strawberry las fresas the strawberries
Vocabulary – Use of positive and negative form to ask and answer questions in	un melocotón a peach los melocotones the peaches
Spanish	un plátano a banana los plátanos the bananas
Initial knowledge – It would be helpful to already know	una cereza a cherry as cerezas the cherries
The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	una naranja an orange las naranjas the oranges
	una ciruela a plum las ciruelas the plums
lesson 1.	una pera a pear las peras the pears
☐ Vocabulary from the 'I Am Learning Spanish' unit.	un kiwi a kiwi los kiwis the kiwis
☐ What a noun and article/ /determiner is in English.	un albaricoque an apricot los albaricoques the apricots
☐ What a verb is in English.	Me gustan I like
Sticky knowledge: taught & assessed for end goal.	No me gustan I do not like
Name, recognise and remember up to 10 fruits in Spanish.	
Attempt to spell some of these nouns with their correct article/determiner.	
Ask somebody in Spanish if they like a particular fruit.	
☐ Say what fruits we like and dislike in Spanish	

MFL – KS2	Year 4				
Key Knowledge	Key sound	s/phonen	nes		
Component of learning: La fonética 1 & 2	ca	ce	ci	СО	cu
Key Primary Theme: Phonetics and Pronunciation Pronunciation of Spanish vowels Pronunciation of specific letter strings in Spanish The use of accents in Spanish Initial knowledge − It would be helpful to already know La fonética 1 - ch j ñ II rr Sticky knowledge to be taught & assessed for end goal. In Spanish the letter 'c' is pronounced as a hard 'k' sound (as in our English word 'kick') when it is followed by the vowels 'a', 'o' or 'u'. In Spanish the letter 'c' is pronounced as a soft 'th' sound (as in our English word 'thorn') when it is followed by the vowels 'e', or 'i'.	In Castilian Spanish (castellano), the letter combination 'ca' is pronounced like the 'ca' in the English word 'cat'. In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sound is hard (in Spanish, a 'hard c' means a sound like the 'k' in 'kick')	In Castilian Spanish (Castellano), the letter combination 'ce' is pronounced like the 'the' in the English word 'therapy'. 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 (castellano), the letter combination 'ci' is pronounced like the 'thi' in the English word 'thief'. In Castilian Spanish, when a 'c' is followed by the vowels 'e', or i't the 'c' sound is soft (in Spanish, a 'soft c' means a sound like the 'thi' in the English word 'thorn')	In Castilian Spanish (castellano), the letter combination 'co' is pronounced like the 'co' in the English word 'cot'. In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sound is hard (in Spanish, a 'hard c' means a sound like the 'k' in 'kick')	In Castilian Spanish (castellano), the letter combination 'cu' is pronounced like the 'coo' in the English word 'cool' In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sound is hard (in Spanish, a 'hard c' means a sound like the 'k' in 'kick')

Component of Learning: Me presento (To present yourself)				Vocabula	ary	
Key Primary Theme:		Spanish	English	Spanish	English	
Grammar - Adjectival agreement – adding an 'a' to the end of the adjective to		iBuenos días!	Good morning!	Sey	I am	
show that the person talking or being described is female		iHolel	Hil/Hello!	español/española	Spanish	
Vocabulary - Revisiting of numbers 1-10	-	¿Cómo estás?	How are you?	inglés/inglesa	English	
,	-	Estoy bien, Estoy mal,	I am tine.	galés/galesa irlandés/irlandesa	Irish	
New language to ask and answer the questions related to basic personal details		Estoy regular.	So-so.	escocés/escocesa	Scottish	
Initial knowledge – It would be helpful to already know		Estoy muy bien.	I am great.	Soy de	I am from	
☐ The letter sounds (phonics and phonemes) from Phonics and Pronunciation	1 [Estoy muy mal.	I am really not great.	Soy de Inglaterra,	I am from England.	
lessons 1 and 2 and core vocabulary from the 'Early Language' unit 'I am		muy	very	uno	one	
learning Spanish'		iAdiós!	Goodbyel	dos	two	
5 1	-	iHasta luego! ¿Cómo te llamas?	See you later!	tres	four	
What a verb is in English and knowledge of high frequency first person verb	os	Me Ilama	What is your name? My name is	cinco	five	
such as soy (I am), tengo (I have) and vivo (I live)		¿Cuántos años tienes?	How old are you?	seis	six	
Sticky knowledge: taught & assessed for end goal.		Tengo _ años,	I am years old,	siete	seven	
☐ The ¿ is used a the beginning of all questions in Spanish (no exceptions!)		éDónde vives?	Where do you live?	ocho	eight	
Use basic greetings in Spanish, ask somebody how they are feeling and rep	lv L	Vivo en	I live in		Spanish	English
when asked	''				nueve	nine
					diez	ten
Ask somebody their name in Spanish and reply when asked.					doce	twelve
Adding an 'a' to the end of the adjective to show that the person talking or					trece	thirteen
being described is female					catorce	fourteen
Express our nationalities in Spanish and understand basic gender agreement	nt				quince	fifteen
rules					dieciséis	sixteen
Recall numbers 1-20 in Spanish.					diecisiete	seventeen
necali numbers 1-20 in Spanish.					dieciocho	eighteen
					veinte	nineteen
					L	inc.i.y

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

Component of learning: En la cafeteria (At the café)		Voca	bulary	
Key Primary Theme:	Conside	Continh	Spanish	Fuelish
Grammar – Nouns are categorised by their determiner. Singular nouns to plural	Spanish un bocadillo de jamón	English a ham sandwich	un café con leche	English a coffee with milk
in Spanish	un bocadillo de queso	a cheese sandwich	S un té	a tea
Vocabulary - Vocabulary linked to food, snacks and drinks. The transactional	un pastel de limón	a lemon tart	un zumo de naranja	an orange juice
, , , , , , , , , , , , , , , , , , , ,	unos churros	some churros	un chocolate caliente	a hot chocolate
language required to order and pay for food.	unos calamares una tortilla	some calamari a Spanish omelette	una limonada	a lemonade
Initial knowledge – It would be helpful to already know	de patatas una ensalada mixta	a spanish omeserre	iHole!	d coca-cold
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	una poella	a poella	iAdiósl	Goodbyel
lessons 1 and 2.	una torta de chocolate	a chocolate cake	€Qué deseas?	What would you like?
☐ Vocabulary from the Early Learning units and the Intermediate unit	una crema catalana	a crème brûlée	quisiera	I would like
'Presenting Myself'.	unas gambas	some prowns	gracias	thank you
☐ What a noun and article/determiner is in English.	unas croquetas	some croquettes	por favor	please
What making a noun 'plural' means.	un café	a coffee	la cuenta	the bill
How to say 'hello', 'goodbye', 'please' and 'thank you' in Spanish				
Sticky knowledge: taught & assessed for end goal.	1			
☐ 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				
·	•			

Con	nponent of learning: La clase (In the classroom)			Vocabi	ulary	
Key	Primary Theme:		Spanish	English	Spanish	English
Gra	mmar – Nouns, gender, articles/determiners and use of the negative. Revisit		un libro	a reading book	tengo	I have
ten	go (I have) to the negative no tengo (I do not have)		un cuaderno	an exercise book	no tengo	I do not have
Voc	abulary - Nouns and articles for common classroom objects. Applying		un lápiz	a pencil	¿Qué tienes en tu estuche?	What do you have in your pencil case?
grai	mmar knowledge of tengo (I have) to the negative no tengo (I do not have)		un bolígrafo	a pen	En mi estuche tengo	In my pencil case I have
_	ial knowledge – It would be helpful to already know	-	un sacapuntas	a sharpener	En mi estuche no tengo	In my pencil case I do not have
	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'		un estuche	a pencil case	mi	my (singular nouns)
_	lessons 1 and 2.		una calculadora	a calculator	mis	my (plural nouns)
		Lo	una barra de pegamento	a glue stick	У	and
	Vocabulary from the 'Early learning Units' units.		una regla	a ruler		
	That tengo means I have and comes from the verb to have tener in		una goma	a rubber		
	Spanish.		una mochila	a rucksack		
	What a noun and article/determiner is in English.	8	unas tijeras	a pair of scissors		
	What a verb is in English.					
Stic	ky knowledge: taught & assessed for end goal.					
	Recall from memory a selection of nouns and indefinite articles for					
	common classroom objects.					
	Learn how to use the negative in Spanish.					
	Describe what we have and do not have in our pencil case.					
	Respond to simple classroom commands					
	The subject pronoun 'yo' is often omitted in Spanish.					

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

Con	ponent of learning:			Voca	bulary		
Me	presentopresenting myself						
Key	Primary Theme:	Spanish	English	Spanish	English	Spanish	English
Gra	mmar - Adjectival agreement. An introduction to the concept of adjectival	iBuenos días!	Good morning!	Say	I on	nueve	nine
	ement in the simplest form in Spanish. Adding an 'a' to the end of the	iHold	Hil/Hello!	español/española	Spanish	diez	ten
_		¿Cómo estás? Estoy bien,	How are you?	inglés/inglesa galés/galesa	English Welsh	doce	twelve
,	ctive to show that the person talking or being described is female.	Estoy mal.	I om not great.	irlandés/irlandesa	Irish	trece	thirteen
Voc	abulary - Numbers 1-10 will be revisited along with the language to express	Estoy regular.	5e-se,	escocés/escocesa	Scottish	catorce	fourteen
hov	you are feeling. Plus, new language to ask and answer the questions	Estoy muy bien,	I om great.	Soy de	I am from	quince	fifteen
	ted to basic personal details (name, age, where you live and nationality)	Estoy muy mal.	I am really not great,	Say de Inglaterra,	I am from England,	dieciséis diecisiete	sixteen
		iAdiási	Goodbyel	dos	two	dieciocho	eighteen
Init	al knowledge – It would be helpful to already know	iHasta luegol	See you later!	tres	three	discinueve	nineteen
	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	¿Cómo te llamas?	What is your name?	custro	four	veinte	twenty
	lessons 1 and 2 and core vocabulary from the 'Early Language' unit 'I Am	Me llamo 4.Cuántos allos tienes?	My name is	cinco	five		
	Learning Spanish'.	Tengo años,	I am years old.	siete	seven		
		¿Dánde vives?	Where do you live?	echo	eight		
	What a verb is in English and knowledge of high frequency first person	Vivo en	I live in				
	verbs such as soy (I am), tengo (I have) and vivo (I live)						
Stic	ky knowledge: taught & assessed for end goal.						
	Use basic greetings in Spanish, ask somebody how they are feeling and						
	reply when asked.						
	Ask somebody their name in Spanish and reply when asked.						
	Recall numbers 1-20 in Spanish.						
	Ask somebody how old they are in Spanish and reply when asked.						
	Ask somebody where they live in Spanish and reply when asked.						
	Express our nationalities in Spanish and understand basic gender						
	agreement rules.						

MFL – KS2	Year 5				
Key Knowledge	Key sounds/phonemes				
Component of learning: La fonética 1, 2 & 3					
Key Primary Theme: Phonetics and Pronunciation		2.1	1.00		
Pronunciation of Spanish vowels	ga	ge	gı	go	gu
Pronunciation of specific letter strings in Spanish	In Castilian Spanish	In Castilian Spanish, the letter			
The use of accents in Spanish	(castellano), the	combination 'ge' is pronounced like	combination 'gi' is pronounced	combination 'go' is pronounced like	pronounced like '. the 'ghou' in the English word
Initial knowledge – It would be helpful to already know	'ga' is pronounced like the 'ga' in the	the 'he' in the English word	similarly to the English pronoun	the 'go' in the English word 'golf'.	
☐ La fonética 1 - ch j ñ II rr	English word	'hello'.	'he'.	English word gon .	
☐ La fonética 2 - ca ce ci co cu	'garage'	In Spanish, when a	In Spanish, when a	In Spanish, when a	'ghoul'.
Sticky knowledge to be taught & assessed for end goal.	In Spanish, when a	'g' is followed by the vowels	'g' is followed by	the vowels	In Spanish, when a
☐ In Spanish, the letter 'g' is pronounced as a hard 'g' sound (as in our English	'g' is followed by the vowels	'e', or 'i', the 'g'	the vowels 'e', or 'i', the 'g'	'a', 'o' or 'u', the 'g' sound is hard	'g' is followed by the vowels
word 'got') when it is followed by the vowels 'a', 'o' or 'u'.	'a', 'o' or 'u', the 'g' sound is hard	sound is soft. (in Spanish, a 'soft g'	sound is soft. (in Spanish, a 'soft g'	(in Spanish, a 'hard g' means a sound	'a', 'o' or 'u', the 'g' sound is hard
☐ In Spanish the letter 'g' is pronounced as a soft 'h' sound (as in our English	(in Spanish, a 'hard g' means a sound	is pronounced like an English 'h' in	is pronounced like an English 'h' in	like the 'g' in 'green')	(in Spanish, a 'hard g' means a sound
word 'hot') when it is followed by the vowels 'e', or 'i'.	like the 'g' in	the word 'hot' but raspier and from	the word 'hot' but	3	like the 'g' in
☐ The pronunciation of the soft 'g' sound in Spanish is similar to our English 'h'	'green')	the back of the	the back of the		'green')
sound but throaty and raspier! It is pronounced the same as the Spanish 'j'		throat.	throat.		
sound					

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

Component of Learning: Los juegos olimpicos (Sports/Olympics)		Vocal	bulary	
Key Primary Theme:	6 11	5 1:4	- i	
Grammar – Articles and determiners linked to Olympic sports and how to write	Spanish Los juegos olímpicos	English The Olympic Games	el tiro con arco	archery
phrases describing an Olympian by their performance sport	Los juegos olímpicos entiguos	The ancient Olympic Games	el triatión	triathlon
Vocabulary - Understand agreement rules better and that nouns can change	Los juegos olímpicos modernos	The modern Olympic Games	practicor	to practise/do
spelling depending on the gender of a person they are describing	la equitación	horse riding	Practico atletismo.	I proctise/do athletics.
Initial knowledge – It would be helpful to already know	la esgrima	fencing	Practico boxeo.	I practise/do boxing.
_ ,,	la natación	swimming	Practico salto de trampolín.	I practise/do diving.
The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	el remo	rowing	Practico ciclismo,	I practise/do cycling.
lessons 1, 2 & 3.	el atletismo	athletics	Practice tire con arce.	I practise/do archery.
Language introduced from Early language and intermediate units	el boxeo	boxing	•	
Understand what an article/determiner, noun, verb and adjective is in	el ciclismo	cycling	•	
English and the basic riles of adjectival agreement in Spanish	el salto de trampolín	diving		
☐ How to decode longer, unknown texts in Spanish			ł	
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:	Spanish English Spanish Spanish
Grammar –Days of the week and months of the year do not have capital letters	la fecha the date agosto
unless they are at the start of a sentence	los días de la semana the days of the week septiembre
,	lunes Monday octubre 1 dieciséis
Vocabulary - 7 Days of the week, 12 months of the year and key questions and	martes Tuesday noviembre diecisiete
phrases including the date	miércoles Wednesday diciembre
Initial knowledge – It would be helpful to already know	jueves Thursday uno Technoleve
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	
lessons 1, 2 & 3	sábado Saturday tres 21 veintiumo domingo Sunday 4 cuatro 22 veintidás
☐ Language introduced from Early Language units & numbers 1-31	
☐ Vocabulary from the Intermediate unit 'Me presento', including how to	Hoy es Today is Seis 24 veinticustro 7 siete 25 veinticipos
say your name and age in Spanish.	enero January / siete 20 veinticinco february ocho 26 veinticéis
Sticky knowledge: taught & assessed for end goal.	marzo March 9 nueve 27 veintisiete
Months of the year(and days of the week) do not have a capital letter unless	abril April 10 diez 28 veintiocho
they are found at the start of a sentence	mayo May 11 once 29 veintinueve
☐ A ¿ us used at the beginning of a question – no exceptions!	junio June 12 doce 30 treinta
	julio July 13 trece 31 treinta y uno
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	
	•

Component of Learning: ¿Tienes una mascota? (Do you have a pet?)	Vocabulary			
Key Primary Theme: Grammar – Common pets and their determiners. Plus conjunctions 'pero' meaning but Vocabulary - Role of gender in the choice of determiners un / una and tengo / no tengo Initial knowledge – It would be helpful to already know The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Language units. Vocabulary from 'Me presento' and 'Mi familia' units.	Spanish un perro un gato un conejo un hámster un pez un ratén una cetorna una terhuga	English a dag a cat a rabbit a hamster a fish a mouse a parret / parakeet a tortoise	Spanish Tengo No tengo Tengo un Tengo una que se llama y	English I have I do not have I have a (mosculine) I have a (feminine) that is called and but
 □ 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 				

	complex and interesting sentences					
Cor	nponent of Learning: Mi casa (Home)	Vocabulary				
Key	Primary Theme:	Spanish	English	Spanish	English	
Gra	mmar – Key linguistic structures En mi casa hay (In my house there is) En	¿Dónde vives?	Where do you live?	una cocina	a kitchen	
mi (casa no hay (In my house there is not)	Vivo en	I live in	un comedor	a dining room	
Voc	abulary - Understand how to use the negative. 1st person conjugation of	una casa	a house	un cuarto de baño	a bathroom	
higl	n frequency verbs vivo (I live)	un piso	an apartment	un dormitorio	a bedroom	
Init	ial knowledge – It would be helpful to already know	en la ciudad	in town	un lavadero	a utility room	
	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	en el campo	in the countryside	un sótano	a basement	
	lessons 1 and 2.	en la montaña	in the mountains	un despacho	an office / a study	
	Vocabulary from the Early Learning units.	en la costa	by the sea	un salón	a living room	
	Vocabulary from 'Presenting Myself', 'My Family' and 'Do You Have a Pet?'	en un pueblo	in a village	un garaje	a garage	
	and able to present ourselves, talk about our/a family and pets.	En mi casa hay	In my home there is / there are	un jardín	a garden	
Stic	ky knowledge: taught & assessed for end goal.	En mi casa no hay	In my home there is not / there are no	У	and	
	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.					

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

MF	L – KS2	Υ	Year 6				
Key	/ Knowledge	Key Vocabulary					
Com	nponent of learning: La fonética 1, 2, 3 & 4	_					
Key	Primary Theme: Phonetics and Pronunciation		b	V	СС	qu	z
Pror	nunciation of Spanish vowels		In Castilian	In Castilian	In Castilian	In Castilian	In Castilian
Pror	nunciation of specific letter strings in Spanish		Spanish (castellano) the	Spanish the letter 'v' is not	Spanish, the letter combination 'cc' is	Spanish, the letter combination 'qu' is	Spanish, the letter 'z' is pronounced
The	use of accents in Spanish		letter 'b' is pronounced like	pronounced like the English	pronounced as two separate	pronounced like the 'k' in the	in the same way as the Spanish soft 'c'
Initi	al knowledge – It would be helpful to already know		the 'b' in the English words	equivalent. Instead, it is	sounds: 'k-th'.	English word 'kick'	sound we have seen previously.
	La fonética 1 - ch j ñ II rr		' <u>b</u> oy' or ' <u>b</u> ag'.	pronounced like	The first 'c' is	or kettle.	It is pronounced in
	La fonética 2 - ca ce ci co cu		In Castilian	the 'b' sound in the English words	pronounced as a hard 'c' like the 'k'		the same way as we pronounce the
	La fonética 3 - ga ge gi go gu		Spanish	' <u>b</u> oy' or ' <u>b</u> ag'.	in the English		'th' in the English words 'thorn' or
Stick	ky knowledge to be taught & assessed for end goal.		(castellano), the most important	In Castilian	word 'kick'.		'thing'.
	This group of letters is more disparate but still represents sounds/phonemes		thing to remember about	Spanish (castellano), the	The second 'c' is pronounced as a		
	that are common in Spanish and quite different to what we are used to as		pronouncing the letters 'b' and 'v' is	most important thing to remember	soft 'c' which		
	English speakers.		that they are	about	resembles the 'th' sound in the		
	When pronouncing the Spanish letters 'b' and 'v', in Castilian Spanish, they are		pronounced exactly alike.	pronouncing the letters 'b' and 'v' is	English word 'thorn'. Since a 'c'		
	pronounced exactly alike			that they are pronounced	only becomes soft when followed by		
				exactly alike.	the vowels 'e' or 'i',		
					the letter combination 'cc'		
					only exists when followed by 'e' or		
					T.		

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

Component of Learning: En el colegio (At School)		Vocabulary				
Key Primary Theme:	Spanish	English	Spanish	English	Spanish	English
Grammar – Nouns, gender, definite articles & high frequency irregular verb ir.	en el colegio	et school	No me guste	I do not like_ (singular)	8	itis
Revision of definite article el, la, los and las. Full verb conjugation of the verb IR,	el español	Sponish	No me guston	I do not like (plural)	porque es	because it is_
high frequency irregular verb	el inglés	English	Odio	I hate	porque son	because they are
Vocabulary - Positive and negative opinions in reply to the target question ¿Qué	el arte	art	Si, ne gusta.	Yes, I like_(singular)	у	and
te gusta? and a variety of justifications to expand the opinion	la educación física	P.E	Si, me guston	Yes, I like_ (plund)	pero	but
Initial knowledge – It would be helpful to already know	la música	nusic	Si. me enconto.	Yes. I love (sincular)	sin emboroo	however
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	<u>≈</u>		Si me enconton	Yes. I love (plurof)	iHolel	Hellol
lessons 1, 2 & 3.	la geografia	geography				
☐ How to give our personal details from memory (name, age and where we	la historia	history	No, no me gusta	No, I do not like (singular)	iHasto luegal	See you soon!
live).	los matemáticos	moths	No, no me gustan	No, I do not like (plural)		
Sticky knowledge: taught & assessed for end goal.	les ciencies	science	No, odio_	No, I hate		
☐ Know the names of the subjects we study in school in Spanish with the	la informática	ICT	aburrida	boring		
correct definite article/determiner.	,		1	,		
☐ 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 activi	ties)	Vocal	bulary	
Component of Learning: El fin de semana (Weekend activi Key Primary Theme: Grammar −Verbs, conjunctions and opinions. Revision & consolidati person singular high frequency verbs such as voy and juego. Also be introduced to new verbs such as veo and leo and remembering that subject/personal pronoun is not required Vocabulary - A range of conjunctions and opinions to be able to fu question '¿Qué haces los fines de semana? Initial knowledge − It would be helpful to already know □ The letter sounds (phonics & phonemes) from 'Phonics & Prono lessons 1, 2 & 3.	Spanish el fin de semara Qué haces los fines de sema Qué haces los fines de sema Me levonto. Desoyuno. Leo.	Vocal English the weekend the weekend I get up. I eat breakfast. I watch television. I read. I listen to music. I ploy videogomes.	Spanish finalmente porque IEs increible! IEs genial! IEs divertido! IEs agotador! IEs oburrido! IEs horrible!	English finally because It's amazing / incredible! It's great! It's fun! It's tining / exhausting! It's boring!
☐ Time on the hour as presented in the 'En el colegio' Progressive ☐ How to give our personal details (name, age and where we live	<u>H</u>	I play football.	¿Qué hora es? Es la una,	What time is it?
Sticky knowledge: taught & assessed for end goal. Know how to tell the time in Spanish using quarter past, half pa	Voy al cine.	I go to the cinema. I go to sleep.	Son las dos. Son las tres.	It is two o'clock. It is three o'clock.
 quarter to. Know how to say and write in Spanish what we do at the weeks or more sentences. Know how to integrate conjunctions and opinions into written work to make more interesting and extended sentences. 				

Component of Learning: En la ciudad (around town)		Voc	abulary	
Key Primary Theme:	Spanish	English	Spanish	English
Grammar – Definite articles/determiners in Spanish for masculine and feminine	en la ciudad	around/in town	Gira a la derecha.	Turn right.
nouns. Prepositions: examples and clear explanation of how prepositions can	el centro comercial	the shopping centre	Gira a la izquierda.	Turn left,
change in combination with these definite articles/determiners in Spanish.	el museo	the museum	Sigue todo recto.	Go straight on,
, ,	el supermercado	the supermarket	y después	and then
Vocabulary - The nouns for 10 places in Spanish in a town with a range of	la farmacia	the pharmacy	al lado de	next to
directions to describe how to reach them as well as phrases for asking and	la piscina	the swimming pool	Perdonal	Excuse mel
answering where a place is located in a town	el hospital	the hospital	;Muchas gracias!	Thank you very much!
Initial knowledge – It would be helpful to already know	la estación	the station	De nada,	You'ne welcome.
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	la escuela	the school		
lessons 1, 2, 3 & 4.	LDénde esté. 2	the library Where is?		
☐ Language introduced from key Intermediate units such as 'Presenting	¡Está lejosl	It's for awayl		
Myself', 'At the Café', 'My Home' and 'Do You Have A Pet?'.	¡Está cercal	It's nearbyl		
☐ 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				

Component of Learning: Comer sano (Healthy Lifestyles)			Vocab	ulary		
Key Primary Theme:	Ensaleh	Facilish	C	Facilish	Countab	Footbak
Grammar – First person singular conjugation of high frequency verbs, use of the	Spanish la comida sana	English healthy eating/lifestyle	Spanish Spanish Spani	English skimmed milk	Spanish galletes	English biscuits
negative & imperative instructions. Use of comer in first person singular and in	comer	to eat	pan integral	wholemeal bread	Juego al balancesto.	I play basketball.
	beber	to drink	agua	water	Paseo a mi perro.	I walk my dag.
their negative form. Different punctuation as seen with ¿ and ¡	como	I eat I drink	cereales vegetales	cereal vegetables	Hago natación. Monto en bicicleta.	I go swimming. I go cycling.
Vocabulary - Food and beverage items that are good and bad for a healthy	bueno para la salud	good for (your) health	fruta	fruit	Hago judo.	I do judo.
lifestyle	male para la salud	bad for (your) health	An nueces	nuts	Juego al tenis.	I play termis.
Initial knowledge – It would be helpful to already know	Para tener una buena salud	To stay in good health I_	carme roja	red meat	No veo la tele.	I do not watch television.
☐ The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation'	Para tener una buena salud como Para tener una buena salud	To stay in good health I eat To stay in good health I	leche entera	milk	No juego con juegos electrónicos.	I do not play electronic games.
	bebo Para tener una buena salud	drink To stay in good health	pan blanco chocolate	white bread chocolate	una receta iCortari	a recipe
lessons 1, 2 & 3.	na coma Para tener una buena salud	I do not eat To stay in good health	mantequilla	butter	Affodirl	Addl
Our personal details from memory (name, age and where we live) and how	no bebo pescado	I do not drink fish	caramelos	sweets	§ iMezclari	Mix1
to tell the time as seen in 'En el colegio' & 'El fin de semana'.	pollo	chicken	patatas fritas	chips	Rollari	Gratel
Sticky knowledge: taught & assessed for end goal.	queso	cheese	bebidas con gas	fizzy drinks	/ (Cocinari	Cookl
☐ 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 j						

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