



## MFL Knowledge and Skills Curriculum Map St Mary's C of E Primary school

### National Curriculum

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

#### 12 Objectives of the Programme of Study - Pupils should be taught to:

Listen attentively to spoken language and show understanding by joining in and responding	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Present ideas and information orally to a range of audiences	Read carefully and show understanding of words, phrases and simple writing	Appreciate stories, songs, poems and rhymes in the language	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Describe people, places, things and actions orally and in writing	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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**Year 1 Content (Non Statutory)**

Y1 End Points	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Greetings, name and wellbeing	Numbers 1-20 Colours & Shapes  Xmas carol	Animales  Fruits	Days of the week Months of the year Animal story (1)	Ways of transport Animal Story (2)	Parts of the face  Hobbies
<ul style="list-style-type: none"> <li>• Can respond to simple, known songs with gestures eg head, shoulders, knees and toes</li> <li>• Can follow and repeat actions for the vowels</li> <li>• A, e, i, o, u</li> <li>• Can respond with actions to stories read aloud (that they already know in English) eg</li> <li>• A que sabe la luna</li> <li>• Dónde está mi nariz</li> <li>• Querido Zoo</li> <li>• El ratón se ha perdido</li> <li>• Can “play” with Spanish vowel sounds through songs and games</li> <li>• Can identify 7 colours: red, blue, green, yellow, orange, white, black</li> <li>• Can exchange simple greetings – hola, Buenos días, buenas tardes, adiós</li> <li>• Can understand simple praise words – estupendo, fantástico</li> <li>• Can understand the months and point to when their own birthday falls</li> <li>• Can sing the Happy Birthday song in time with the rest of the class</li> <li>• Can understand numbers 1 - 10</li> </ul>	<b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Simple questions and answers re name and well-being.</li> <li>• Basic greetings</li> <li>• To know ‘how are you’ in Spanish and know some basic replies</li> <li>• Introduce some colours</li> </ul>	<ul style="list-style-type: none"> <li>• To revise numbers 1-10</li> <li>• To learn numbers 11-15</li> <li>• To learn numbers 16-20</li> <li>• Know some basis classroom instructions</li> <li>• To know the Spanish words for basic colours</li> <li>• To learn some shapes in Spanish and to be able to say their colour</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To know the Spanish words for some common fruits</li> <li>• Like and dislikes</li> <li>• To learn some animals</li> </ul>	<ul style="list-style-type: none"> <li>• To learn the days of the week</li> <li>• To learn the months of the year.</li> <li>• To listen to a story in Spanish</li> <li>• Learn their birthdays</li> </ul>	<ul style="list-style-type: none"> <li>• To learn transports in Spanish</li> <li>• Learn about weather</li> <li>• To listen to/read a well known English story in Spanish – Querido zoo and A qué sabe la luna</li> <li>• Learn animals</li> </ul>	<ul style="list-style-type: none"> <li>• To learn parts of the face</li> <li>• To learn some hobbies.</li> <li>• To listen to a story in Spanish</li> </ul>	
	<b>KS1 Skills</b>	Practise new vocabulary using – <ul style="list-style-type: none"> <li>• well known tunes</li> <li>• role play with puppets</li> <li>• flash cards and picture cards to support long term memory</li> <li>• repetition including using varying voices</li> <li>• the context of familiar and new, accessible stories with pictures</li> <li>• mime games</li> </ul>					

	<b>Cross Curricular Links</b>	PSHE: Greetings and Wellbeing Music: Singing	Maths: Numbers Music: Singing	Science: The body Music: Singing	Maths: days of the Week Literacy: Familiar Stories Music: Singing	Science: Seasons Music: Singing
	<b>SEND CHILDREN</b>	To be able to say Me llamo To Know three colours To know numbers until 5. To be able to recognise 2 fruits and try to say Me gusta when I point one. To try to be able to agree the day of the week and month by me pointing the English one.				

Year 2 Content (Non Statutory)							
Y2 End Points	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Can respond to a variety of known and new songs with gestures to show understanding</li> <li>Can sing along with the Alphabet song</li> <li>Can pick out key words from familiar stories read aloud, such as</li> <li>Tengo frío</li> <li>Can “play” with Spanish sounds through songs and games, including ‘tricky’ consonants such as j, ll, ñ</li> <li>Can correctly say the 7 colours from Year 1 plus 3 more colours: brown, pink, grey</li> <li>Can ask and respond to the question ¿Qué tal?</li> <li>Can understand simple classroom commands, such as silencio, en fila, de pie, sentaos</li> <li>Can say the month of their birthday</li> </ul>	<b>Topic</b>	Name, wellbeing & age Greetings Numbers 1-31	Classroom Instructions Days and Months Birthday Story Day of the dead	Fruits and likes and dislikes. Animal story with sounds	Places in the city. Directions Some more basic actions I am...hot/ cold/thirsty/hungry	A Fairytale in Spanish Family	Picasso project Summer vocabulary
	<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>To revise questions and answers re name, well being.</li> <li>To learn how to say the nationality and age</li> <li>To revise ‘how are you’ question and answer and to learn other replies</li> <li>To revise numbers 1-10</li> <li>To revise numbers 11-20</li> <li>To learn numbers 21-31</li> </ul>	<ul style="list-style-type: none"> <li>To revise classroom instructions</li> <li>To revise days of week</li> <li>To revise months of the year</li> <li>To learn how to say the month of their birthday</li> <li>Birthday story</li> <li>Cultural : day of the dead in Mexico and Xmas postcard and carol</li> </ul>	<ul style="list-style-type: none"> <li>To revise fruits and their colours</li> <li>Likes and dislikes</li> <li>To read and understand the story ‘Dear Zoo’ in Spanish - Querido Zoo</li> <li>To sing “en la granja de pepito” and refresh animals in the farm and their sounds</li> </ul>	<ul style="list-style-type: none"> <li>All greetings in Spanish (Buenos dias, tardes y noches)</li> <li>To revise ‘I am + temperature’ and to learn 2 new phrases</li> <li>To revise ways of transport.</li> <li>To learn places in the city</li> <li>Directions with “La Yenka”</li> </ul>	<ul style="list-style-type: none"> <li>To revise previous term’s work</li> <li>To revise action verb instructions</li> <li>To revise I am hot, cold, thirsty, hungry.</li> <li>To revise parts of the face and introduce some others. Popurri de las manos</li> <li>To learn about the family</li> </ul>	<ul style="list-style-type: none"> <li>To revise shapes and learn about Picasso</li> <li>To learn different weather</li> <li>To learn some ice cream favours</li> <li>To revise role play vocabulary/phrases</li> <li>Teach the new expression: ‘You’re welcome’.</li> <li>To learn story about summer</li> </ul>

<ul style="list-style-type: none"> <li>Can understand a variety of descriptive adjectives, eg grande, pequeño</li> <li>Can count from 1 - 30</li> </ul>	<b>Y2 Skills</b> Practise new vocabulary using – <ul style="list-style-type: none"> <li>actions alongside Spanish words</li> <li>roleplay with puppets and partners</li> <li>vocabulary matching to picture flash cards and memory games</li> <li>Spanish word cards to build short sentences</li> <li>Interactions with Spanish songs with a focus on identifying and responding to key words</li> <li>Familiar games in Spanish (including 'Simon Says')</li> <li>Recognition of cultural similarities through a Spanish video of a birthday celebration</li> </ul>			
	<b>Cross Curricular Links</b> PSHE: Wellbeing and greetings/classroom instructions Maths: Numbers Music: Singing	Science: Living things Literacy: Familiar stories PSHE: Communicating and Recognising basic Needs Music: Singing	Literacy: Familiar stories Music: Singing	Drama: Role Play Music: Singing Art: picasso
	<b>SEND children</b> To be able to say Me llamo To Know three colours To know numbers until 5. To be able to recognise 2 fruits and try to say Me gusta when I point one. To try to be able to agree the day of the week and month by me pointing the English one.	To be engage in a story tell by doing actions. To follow classroom instructions with other children modelling them. To be able to do some sounds of animals when they hear them in Spanish. To express some feeling: Bien, mal using their body language. To engage in the songs that we play in the classroom. To colour a Picasso style painting.		

Year 3							
<b>Year 3 End Points</b> <ul style="list-style-type: none"> <li>Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly</li> <li>Can follow and repeat key words from a song, rhyme or poem.</li> <li>Can recall key phonics words (and gestures), and say them aloud with good pronunciation.</li> <li>Can read key words (and gestures), and read them aloud with good pronunciation.</li> <li>Can ask and answer simple pre-learned questions from memory.</li> <li>Is beginning to understand the formation of questions and answer involving familiar vocabulary</li> <li>Can indicate that there is a problem using a pre-learned phrase.</li> <li>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</li> </ul>	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Spanish Speaking Countries and Greetings	Spanish Numbers and Dates  Written colours	Myself and animals	Learn ways of transport and places in the city	Me Gusta Describe their face	Mi Familia  Hobbies
	Key Knowledge	<ul style="list-style-type: none"> <li>Can greet each other, asking and answering names and about wellbeing</li> <li>Can recognise orally and in written form the numbers 1 – 20</li> <li>Can respond to simple classroom commands</li> <li>Can pronounce more or less correctly the key Spanish sounds</li> <li>Alphabet song</li> <li>say and ask their age</li> </ul>	<ul style="list-style-type: none"> <li>Can pronounce correctly the key Spanish sounds included in this Unit</li> <li>Can say how old they are and ask their partner their age</li> <li>Can say the day and the date</li> <li>Can say their birthday</li> <li>Can write and identify colours.</li> <li>Cultural: day of the dead video and song and Xmas cards</li> </ul>	<ul style="list-style-type: none"> <li>Can say confidently their age, nationality and name</li> <li>Some Spanish speaking countries.</li> <li>Can say and ask others when their birthday is</li> <li>Can say and ask others what their favourite colour is</li> <li>Can know some animals and focus on masculine and feminine articles (el/la)</li> <li>Cultural: Carnival song and information.</li> </ul>	<ul style="list-style-type: none"> <li>Can hold a simple conversation with a partner</li> <li>Can respond to and create descriptions using colour correctly, agreeing in gender and number</li> <li>To revise ways of transport and learn places in the city.</li> <li>To be able to say: voy a la escuela en...."</li> <li>Recap of colours</li> </ul>	<ul style="list-style-type: none"> <li>Can express simple preferences using parts of me gusta + colour and - fruit</li> <li>Can respond to a known story with gestures and mime and take part in a performance of the story</li> <li>Can pronounce the phonic sounds included in the Unit</li> <li>Can describe their face and a monster (describe hair and eyes...)</li> <li>Tiene and tengo</li> </ul>	<ul style="list-style-type: none"> <li>Can hold a conversation with a partner about families and pets</li> <li>Can respond to a song using gestures and mime</li> <li>Can talk about some members of the family</li> <li>Can talk about hobbies and what do they do every day of the week.</li> </ul>

<ul style="list-style-type: none"> <li>• Can read aloud some very familiar words and short phrase with accurate pronunciation.</li> <li>• Can understand some familiar written words and short phrases.</li> <li>• Can use the visual cues and context to follow the gist of a short text.</li> <li>• Can use a word list to locate specific words.</li> <li>• Can use classroom prompts (such as display) as an aid to spelling.</li> <li>• Can write some single words from memory, with plausible spelling</li> <li>• Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.</li> <li>• Can use indefinite articles in the singular with masculine and feminine nouns.</li> <li>• Can form regular plural nouns.</li> <li>• Can identify adjective and noun position.</li> <li>• Can use some singular masculine and plural adjectives correctly.</li> <li>• Can use the high-frequency verb forms (I have, it is, they are, there is/are) confidently.</li> </ul>	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Work effectively in pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Recall key phonic sounds</li> <li>• Work well with a partner</li> <li>• Respond to a variety of inputs to learn new grammar points</li> </ul>	<ul style="list-style-type: none"> <li>• Recall key phonic sounds</li> <li>• Work well with a partner</li> <li>• Develop strategies to aid memorisation, such as actions linked to verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and demonstrate this by responding to songs</li> <li>• Work effectively in pairs and give each other feedback</li> <li>• Memorise language through responding to songs</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and demonstrate this by responding to songs and stories</li> <li>• Build on prior knowledge to access a new text</li> <li>• Develop a strategy of their own to help them memorise new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and demonstrate this by responding to songs and stories</li> <li>• Ask about hobbies</li> <li>• Short presentation about family</li> </ul>
	<b>Grammar and Structures</b>	<ul style="list-style-type: none"> <li>• The yo and tú forms of the verb llamarse</li> <li>• Structures to say simple mental Maths eg 2 más 3 son 5</li> </ul>	<ul style="list-style-type: none"> <li>• Tengo ....años</li> <li>• The information that months do not have a capital letter (unless they start a sentence)</li> <li>• Commands in the singular and plural</li> <li>• Mi cumpleaños... (different order)</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> person singular of common</li> <li>• El/la in Spanish</li> <li>• How to ask and give information about favourite colour using Cuál.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender and number differences of nouns</li> <li>• Adjectives describing nouns</li> <li>• Voy a ...</li> <li>• A+el =al</li> </ul>	<ul style="list-style-type: none"> <li>• Tiene y tengo</li> <li>• Me gusta, no me gusta, me gustan, no me gustan + colour</li> <li>• me gusta + -ar verbs in the infinitive</li> <li>• Masculine/feminine adjectives to describe nouns</li> <li>• Respond questions with "Tiene and parts of the body"</li> </ul>	<ul style="list-style-type: none"> <li>• The 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons singular of the verb 'tener'</li> <li>• Use the masculine/feminine versions 'un/una'</li> </ul>
	<b>Pronunciation Focus</b>	<ul style="list-style-type: none"> <li>• ll, ue, j, c, silent h and the use of the accent when it denotes stress</li> </ul>	<ul style="list-style-type: none"> <li>• Ñ, ua, z, soft c, j, ei, v, i, silent h</li> </ul>	<ul style="list-style-type: none"> <li>• Ñ, ai, j, v, ue and silent h.</li> </ul>	<ul style="list-style-type: none"> <li>• ll, ue, ie</li> </ul>	<ul style="list-style-type: none"> <li>• R, soft c, j, silent h</li> </ul>	<ul style="list-style-type: none"> <li>• Z, ll, rr, ñ, silent h, hard g</li> </ul>
	<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Bingo</li> <li>• Simon says</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the date</li> <li>• Write down the date that I say. Read the date to your partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Write information to fill the gaps</li> <li>• Conversation with partner</li> <li>• Translate the information</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation how to go to school</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a face.</li> <li>• Listen and draw</li> </ul>	<ul style="list-style-type: none"> <li>• Write basic sentences about the family.</li> </ul>
	<b>Cross Curricular Learning</b>	Geography: Spanish Speaking Countries	Maths: Numbers and dates	PSHE: Sense of self and promotion of physical activity	Literacy: Speaking and listening		

	<b>SEND Children</b>	<p>To be able to say Me llamo</p> <p>To Know three colours</p> <p>To know numbers until 5.</p> <p>To be able to recognise 2 fruits and try to say Me gusta when I point one.</p> <p>To try to be able to agree the day of the week and month by me pointing the English one.</p>	<p>To be engage in a story tell by doing actions.</p> <p>To follow classroom instructions with other children modelling them.</p> <p>To be able to do some sounds of animals when they hear them in Spanish.</p> <p>To express some feeling: Bien, mal using their body language.</p> <p>To engage in the songs that we play in the classroom.</p> <p>To colour a Picasso style painting.</p>	<p>To try their best in the alphabet song.</p> <p>Can add two colours and can try to write down two of them.</p> <p>To be able to say how old they are and count confidently until 12.</p> <p>To join with action some places in the city in Spanish.#</p> <p>To be able to say some members of the family such as dad, mum, uncle and auntie.</p> <p>To be able to point to parts of their face with my help.</p>				
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Year 4							
Year 4 End Points <ul style="list-style-type: none"> <li>Can understand and respond to a range of familiar spoken words and short phrases.</li> <li>Can join in the re-telling/playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases</li> <li>Can recognise key sounds and words that rhyme.</li> <li>Can match key sounds and words that rhyme.</li> <li>Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.</li> <li>Is beginning to understand how to form questions/answers independently.</li> <li>Can use simple pre-learned words and phrases for routine situations and interaction.</li> <li>Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</li> <li>Can match sound to print, by reading aloud familiar words and phrases.</li> <li>Can read and understand a range of familiar written phrases.</li> <li>Can identify the overall type of text from its layout, contextual cues and a few familiar words.</li> <li>Can use a word list to check the spelling of a word.</li> <li>Can use a dictionary or online resource to check the spelling of a word.</li> <li>Can write simple words and several short phrases from memory with understandable spelling.</li> <li>Can substitute one element in a simple phrase or sentence to vary the meaning. E.g the colour, adjective or noun.</li> <li>Can use indefinite articles in singular and plural and definite articles in both singular and plural.</li> <li>Can use a variety of plural nouns, including some irregular ones.</li> <li>Can use adjectives (agreement and position) with more confidence.</li> <li>Can use 'tiene' (3rd person tener) and está (3rd person estar).</li> <li>Can use connectives 'and'(y), 'but' (pero), 'also' (además)</li> </ul>	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Refresh Y3 topics Questions in Spanish lessons	¿Qué tiempo hace?	¿Qué te gusta hacer?	Healthy Lifestyles	Designing a Monster	Project about themselves.
	Key Knowledge	<ul style="list-style-type: none"> <li>Can say their name, birthday, nationality and age.</li> <li>Introduce place where they live.</li> <li>Can understand that Spanish is spoken in many countries</li> <li>Can remember colours and commands with games.</li> <li>Can pronounce correctly the phonic sounds included in the Unit</li> <li>Learn the letters and Spanish sounds in more depth.</li> <li>Ask 5 classroom questions in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Can create and perform a dialogue about the weather</li> <li>Can reply to basic questions in the classroom such as feelings, what day is today, seasons and weather.</li> <li>Can understand that Spanish is spoken in many countries</li> <li>Cultural: day of the dead altar and Xmas carol.</li> </ul>	<ul style="list-style-type: none"> <li>Can create a dialogue with a partner around ¿Qué te gusta hacer?</li> <li>Can write sentences from memory expressing opinions about what they like/do not like to do</li> <li>Can say an activity that they do in a day of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Refresh animals and learn products they</li> <li>To llearn some of food and prepare their own menu project.</li> <li>Can have a conversation in a restaurant using a model.</li> <li>To use with confidence "el, la, los, las..."</li> <li>Can pronounce correctly the phonic sounds included in the Unit.</li> </ul>	<ul style="list-style-type: none"> <li>Can hold a simple conversation with a partner</li> <li>Can respond to and create descriptions using colour correctly, agreeing in gender and number</li> <li>Can demonstrate through actions an understanding of the songs in this Unit</li> <li>soy, ¿Y tú? ¿Quién es? Es ...Tiene ....</li> <li>parts of the body</li> <li>recap of colours</li> <li>Me duele ...</li> <li>Conversation in a doctor</li> <li>Parts of the face and describing accordingly (pelo negro y ojos azules).</li> </ul>	<ul style="list-style-type: none"> <li>Talk about feelings</li> <li>Recap basic feelings such as "tengo frío, calor, hambre"</li> <li>Introduce new feelings.</li> <li>Going on holidays vocabulary</li> <li>Recap family</li> <li>Project about themselves.</li> </ul> <p style="text-align: center;">Feelings</p>
Key Skills	<ul style="list-style-type: none"> <li>Use context to estimate new words</li> <li>Apply phonic knowledge to support reading and writing</li> <li>Understand that Spanish is spoken in many countries</li> <li>Work with a partner</li> </ul>	<ul style="list-style-type: none"> <li>Use context to estimate new words</li> <li>Apply phonic knowledge to support reading and writing</li> <li>Understand that Spanish is spoken in many countries</li> <li>Work with a partner</li> </ul>	<ul style="list-style-type: none"> <li>Use mental associations to help remember words</li> <li>Apply phonic knowledge to support reading and writing</li> <li>Read and memorise words</li> </ul>	<ul style="list-style-type: none"> <li>Use a dictionary</li> <li>Build on prior knowledge to determine meaning</li> <li>Develop intercultural understanding about others food</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and demonstrate this by responding to songs</li> <li>Work effectively in pairs and give each other feedback</li> <li>Memorise language through responding to songs</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and demonstrate this by responding to songs</li> <li>Work effectively in pairs and give each other feedback</li> <li>Memorise language through responding to songs</li> </ul>	
Grammar and Structures	<ul style="list-style-type: none"> <li>Soy de...</li> <li>Vivo en...</li> <li>Ask questions such as:  Como se dice...?  Que significa...?</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> and 2<sup>nd</sup> person singular of 'ir' - voy, vas</li> <li>Hace, hay and está as constructions to use when describing weather</li> </ul>	<ul style="list-style-type: none"> <li>The infinitive form of several AR verbs and the 1<sup>st</sup> person singular form</li> <li>The indirect object pronoun with gustar and encantar</li> </ul>	<ul style="list-style-type: none"> <li>Definite articles el, los, la, las</li> <li>Recognise and apply simple adjectival agreements</li> <li>Singular and plural commands</li> </ul>	<ul style="list-style-type: none"> <li>Gender and number differences of nouns</li> <li>Adjectives describing nouns</li> <li>The 3<sup>rd</sup> person singular of the verb 'tener'</li> </ul>	<ul style="list-style-type: none"> <li>Gender and number differences of nouns</li> <li>Adjectives describing nouns</li> <li>Third person to talk about family members</li> </ul>	

		Como se escribe? No lo se Puedo ir al baño?	<ul style="list-style-type: none"> <li>Use of 'en' or 'a' with modes of transport</li> </ul>				
	<b>Pronunciación Focus</b>	V, ue, c, ll	V, ue, c, ll	J, soft c, i, ue	Ue, g, z, soft c, silent h	<ul style="list-style-type: none"> <li>ll, ue, ie</li> </ul>	<ul style="list-style-type: none"> <li>ll, ue, ie</li> </ul>
	<b>ASSESSMENTS</b>	Fill the gaps previous learning	Translate my sentences	ranslate some sentences with opinions. Hobbies timetable	Prepare a small menu breakfast Create a conversation in the restaurant.	<ul style="list-style-type: none"> <li>Describe a monster.</li> <li>Listen and draw</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Fill the gaps</li> <li></li> </ul>
	<b>Cross Curricular Learning</b>	Science: Seasons Geography: Spanish speaking countries	PSHE: Hobbies and interests/promoting physical activity Science: weather Geopgraphy: Countries.		PSHE/Science: Healthy Living	Science: Parts of the body Literacy: Write about a monster	
	<b>SEND children</b>		<p>To refresh their previous learning</p> <p>To know how to say cold and hot (weather)</p> <p>To learn one or two hobbies that they like. And join with actions some other hobbies.</p> <p>To try to remember few different foods (specially the ones similar to English). And do their best to produce a menu.</p> <p>To understand some parts of the body and recognise a monster by using some basic description such as colour, number and parts of the body.</p>				

Year 5							
Year 5 End Points <ul style="list-style-type: none"> <li>Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</li> <li>Can join in with familiar short songs, rhymes or poems, or parts of them.</li> <li>Can write high-frequency familiar words from my oral vocabulary when I hear them spoken slowly and clearly.</li> <li>Uses understandable spelling for high-frequency familiar words from my oral vocabulary when I hear them spoken slowly and clearly.</li> <li>Can ask and answer simple questions on the current topic.</li> <li>Can adapt models successfully to give my own information, including simple questions, by replacing and choosing my own individual words.</li> <li>Can use several short phrases and questions in predictable classroom interactions.</li> <li>Can produce some short phrases within a familiar topic, with good pronunciation.</li> <li>Can read short phrases accurately that contain mostly familiar language.</li> </ul>	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Project about themselves. Feelings	I am the Music man	Mi Ciudad	La rutina Hungry caterpillar	La Tierra	Los Planetas
	Key Knowledge	<ul style="list-style-type: none"> <li>Talk about feelings</li> <li>Recap basic feelings such as "tengo frio, calor, hambre"</li> <li>Introduce new feelings.</li> <li>Going on holidays vocabulary</li> <li>Recap family</li> <li>Project about themselves.</li> <li>Talk about summer</li> </ul>	<ul style="list-style-type: none"> <li>Can produce and perform a rap and role play in pairs</li> <li>Can use their musical skills to relate this to language learning</li> <li>Can talk about different music genres in simple Spanish</li> <li>Can correctly pronounce the phonic sounds covered in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Can read and create simple sentences about places in a town.</li> <li>Can produce with a partner a dialogue about a variety of personal information</li> <li>Can correctly pronounce key Spanish phonic sounds</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about their daily routines and their habitats</li> <li>Can learn the time in Spanish</li> <li>Can ask Que haces el lunes por la tarde?</li> <li>Learn subjects and objects in the classroom</li> <li>Can ask and answer questions about what foods they like</li> <li>Can give opinions about food likes and dislikes using extended sentences</li> <li>Can recognise the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>d</sup></li> </ul>	<ul style="list-style-type: none"> <li>Can say what animals and their habitats</li> <li>Can write actions to protect the Earth</li> <li>Can correctly read aloud phrases from a project</li> <li>Can write short phrases using rhyming words</li> <li>Can correctly pronounce key Spanish phonic sounds</li> </ul>	<ul style="list-style-type: none"> <li>Can produce complex sentences about the planets</li> <li>Can access new texts</li> <li>Can understand the different word classes</li> <li>Can correctly pronounce key Spanish phonic sounds</li> <li>Compare planets</li> </ul>

<ul style="list-style-type: none"> <li>• Can understand familiar words and simple sentences.</li> <li>• Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.</li> <li>• Can use alphabetical order confidently.</li> <li>• Can recognise and use the main dictionary codes for nouns.</li> <li>• Can appreciate that there may be more than one definition for each word.</li> <li>• Can write words, phrases and short simple sentences from my own repertoire from memory with understandable spelling.</li> <li>• Can change a range of single elements in sentences to create new sentences (e.g. change the noun or adjective or verb or qualifier).</li> <li>• Can use the definite article with verbs of like / dislike.</li> <li>• Understands and can use devices to make verb forms negative.</li> <li>• Shows some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.</li> <li>• Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame).</li> <li>• Can use the days of the week in sentence formation, with sequencers eg 'después', 'luego'.</li> </ul>					person singular of the past tense – pretérito of the verbs comer and beber		
	<b>Key Skills</b>	Project about themselves.  Feelings	<ul style="list-style-type: none"> <li>• Recall key phonic sounds</li> <li>• Work well with a partner</li> <li>• Recycle previously learnt structures into new sentences</li> <li>• Spanish speaking countries</li> <li>• Review hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• Recall key phonic sounds</li> <li>• Work well with a partner</li> <li>• Combine all 4 language skills</li> <li>• Understand places in Spain</li> </ul>	<ul style="list-style-type: none"> <li>• Hours</li> <li>• Routine verbs</li> <li>• Reflexive verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Use a bilingual dictionary.</li> <li>• Appreciate songs to help with language learning</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate language by changing one element in a sentence</li> <li>• Recognise the conventions of word order</li> <li>• Appreciate the origins of words</li> <li>• Decipher the meaning of cognates and near cognates</li> </ul>
	<b>Grammar and Structures</b>	<ul style="list-style-type: none"> <li>• The indefinite article un/una and definite article el/la</li> <li>• Me gusta, no me gusta, me gustan, no me gustan with food items</li> <li>• Extended sentences using the connectives y, pero and porque</li> <li>• The 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular of the pretérito (past) of the verbs comer and beber</li> </ul>	<ul style="list-style-type: none"> <li>• ¿A quién le gusta...?</li> <li>• The verb tocar</li> <li>• Me gustaría comprar ...</li> <li>• Imperative forms of cambiar and enseñar</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Dónde está? Está + directions</li> <li>• ¿Qué hay .....?</li> <li>• un/una; el/la</li> </ul>	<ul style="list-style-type: none"> <li>• Use of 2<sup>nd</sup> person</li> <li>• Reflexive verbs in Spanish</li> <li>• 3rd person singular present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Understand word classes – verbs, nouns, adjectives</li> <li>• Recognise patterns in simple language</li> <li>• Hay, tiene y vive</li> <li>• 3<sup>rd</sup> person in verbs</li> <li>• Words related with habitats.</li> </ul>	<ul style="list-style-type: none"> <li>• When 'es' and 'está' should be used</li> <li>• And be able to identify word classes – verbs, nouns, adjectives, adverbs, connectives</li> <li>• And be able to use adjectival agreements with nouns</li> </ul>
	<b>Pronunciation Focus</b>	• ll, z, o	• U, v, ge, gui, rr	• The whole alphabet + in particular v, z, ll, e, c, g	<ul style="list-style-type: none"> <li>• Pupils will be (re)introduced to the following sounds:</li> <li>• Ue, ll, ñ, silent h, soft c</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be (re)introduced to the following sounds:</li> <li>• Z, ñ, ión, i</li> </ul>	<ul style="list-style-type: none"> <li>• Phonic focus – Pupils will be (re)introduced to the following sounds:</li> <li>• ñ, v, j, c, e</li> </ul>
	<b>ASSESSMENT</b>	•	• Read a text and answer questions	• Read a text and answer questions	<ul style="list-style-type: none"> <li>• Listen and write the hours.</li> <li>• Listen someone's timetable.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe an animal and habitat, read and guess the animal</li> </ul>	<ul style="list-style-type: none"> <li>• Listen a song and fill the gaps.</li> <li>• Write sentences describing a planet.</li> </ul>
	<b>Cross Curricular Learning</b>	Literacy: Familiar Text	Music:	Geography: Local places	Maths: hour	Science: Earth	Science: Planets
<b>SEND children</b>		To learn some instruments and be able to enjoy different					



			<p>music styles in Spanish speaking countries.</p> <p>To be able to show by actions some places in the city in Spanish.</p> <p>To go right and left following instructions in Spanish.</p> <p>To be able to join a song that tells different daily activities (Not the time)</p> <p>To learn some more animals and try to point some of their habitats in Spanish.</p> <p>To be able to know some planets and their correct pronunciation in Spanish.</p>				
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Year 6						
<b>Year 6 End Points</b> <ul style="list-style-type: none"> <li>• Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</li> <li>• Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.</li> <li>• Can write individual words accurately, building them from written syllables.</li> <li>• Can write individual words from his/her oral vocabulary, with understanding spelling, when delivery is slow, clear and repeated</li> <li>• Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</li> <li>• Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</li> <li>• Can use a repertoire of classroom language with teacher and peers</li> <li>• Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</li> <li>• Can read words and phrases from my oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.</li> </ul>	Term	Autumn		Spring		Summer
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	-
	Topic	Talk about summer/ Daily routine/Hours	La Tierra/ Planetas	Describe third person	Prepare them for final assement	Receta / Conjugate verbs
	Key Knowledge	<ul style="list-style-type: none"> <li>• Can talk about their summer</li> <li>• International language week: children will teach the rest of the classroom some words from their language.</li> <li>• Key questions and higher numbers</li> <li>• Money and buy things in the shop (compare currency in Spain and Uk)</li> <li>• Can talk about their daily routines</li> <li>• Can learn the time in Spanish</li> <li>• Can ask Que haces el lunes por la tarde?</li> <li>• Learn subjects and objects in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Can say what animals and their habitats</li> <li>• Can write actions to protect the Earth</li> <li>• Can correctly read aloud phrases from a project</li> <li>• Can write short phrases using rhyming words</li> <li>• Can correctly pronounce key Spanish phonic sounds</li> <li>• Can produce complex sentences about the planets</li> <li>• Can access new texts</li> <li>• Can understand the different word classes</li> <li>• Can correctly pronounce key Spanish phonic sounds</li> <li>• Compare planets</li> </ul>	<ul style="list-style-type: none"> <li>• To revise description in 1<sup>st</sup> person.</li> <li>• To learn adjectives to describe physically and feelings. Ser y esta.</li> <li>• To learn how to use third person with more confidence.</li> <li>• To learn clothes and professions.</li> <li>• Project about a Spanish speaking country.</li> </ul>	<ul style="list-style-type: none"> <li>- To revise different between first person, second person and third person.</li> <li>- To revise key words and talk about things that we learnt in the past.</li> <li>- To do a comprehension text and listening assessment.</li> <li>- To produce a complex text talking about themselves.</li> </ul> <p>Los piratas</p> <p>5 de mayo</p>	<ul style="list-style-type: none"> <li>• To learn how to cook guacamole and leran some receipes from Spanish speaking countries.</li> <li>• To be able to share a recipe in Spanish.</li> <li>• Learn some cultural celebrations and dances in Spanish speaking countries.</li> </ul>

<ul style="list-style-type: none"> <li>• Can understand a short text made up of short sentences with familiar language on a familiar topic.</li> <li>• Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.</li> <li>• Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.</li> <li>• Can appreciate that Spanish words do not always have a direct equivalent in English.</li> <li>• Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</li> <li>• Can write sentences on a few topics using a model, e.g. a writing frame.</li> <li>• Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</li> <li>• Can use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</li> <li>• Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use</li> <li>• Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</li> <li>• Can use subordinating connectives (if, because)</li> </ul>	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Teaching skills</li> <li>• Summarise key points</li> <li>• Work in pairs and develop a dialogue with a partner to buy things</li> <li>• Use a simple bilingual dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Use context and previous knowledge to estimate new words</li> <li>• Use a bilingual glossary and identify the word classes</li> <li>• Work with a group to use all knowledge to talk about a country</li> </ul>	<ul style="list-style-type: none"> <li>• Use previous knowledge to produce some complex sentences.</li> <li>• Uses of adjectives, nouns and agreement between nouns and adjectives.</li> <li>• 1<sup>st</sup> and 3<sup>rd</sup> person verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Use context and previous knowledge to estimate new words</li> <li>• Use knowledge of words, text and structures to build simple spoken and written passages</li> <li>• Apply phonic knowledge to support reading and writing</li> <li>• Work with a group</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and reflect on language learning</li> <li>• Use context and previous knowledge to estimate new words</li> <li>• Use language known in one context in another context</li> <li>• Devise questions for authentic use</li> </ul> <p>Work in a group and partner</p>
	<b>Grammar and Structures</b>	<p>Pupils will understand and be able to use:</p> <ul style="list-style-type: none"> <li>• The numbers in Spanish</li> <li>• Singular and plural for buying things. Cuesta y cuestan</li> <li>• Key questions (como, cuanto, donde..)</li> <li>• Match questions with answers</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> person and 3<sup>rd</sup> person.</li> <li>• Matching adjectives and nouns.</li> </ul>	<p>- Talk in present tense about themselves.</p>	<p>Pupils will understand and will be able to use:</p> <ul style="list-style-type: none"> <li>• Connectives to manipulate language and produce more complex sentences</li> </ul>	<p>Pupils will understand and will be able to use:</p> <ul style="list-style-type: none"> <li>• Adverbs to qualify adjectives</li> <li>• Connectives to manipulate language and produce more complex sentences</li> </ul>
	<b>Pronunciation Focus</b>	<p>Pupils will have been reintroduced to the following sounds:</p> <ul style="list-style-type: none"> <li>• V, g, ue, ñ</li> </ul>	<p>Pupils will revisit the following sounds:</p> <ul style="list-style-type: none"> <li>• J, c, ó, v</li> </ul>		<p>Pupils will revisit the following sounds:</p> <ul style="list-style-type: none"> <li>• z, ue, soft c, soft g, ñ, cc (as in sección)</li> </ul>	
	<b>Assessment</b>					
	<b>Cross Curricular Learning</b>	<p>Maths: currency</p>	<p>Geography: Learn about Spanish speaking country</p>	<p>SATs</p>	<p>Literacy: Newspaper Reports</p> <p>Music and history</p>	<p>History</p>
	<b>SEND children</b>	<p>To answer if they did or not some activities during summer by using Spanish and actions.</p> <p>To refresh some previous learning.</p> <p>To be able to join a song about clothing and remember two pieces of clothing in case is hot or cold.</p>				

		To join a group and help in doing a project about a Spanish speaking country (they can help with some animals and colours).				
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Display

Secondary school

Partner in Spain

CPD

Cross curriculum example

Records per class (in register)