



Preston Primary School



Curriculum Design for Modern Foreign Language

INTENT

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.' (The National Curriculum)

The Modern Foreign Languages Curriculum at Preston Primary School intends to offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills – listening, speaking, reading, writing – will be taught from Year 1 to Year 6, and all necessary grammar will be covered in an age-appropriate way. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. In addition, the curriculum will foster an interest in the countries and cultures where Spanish is the main language.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

IMPLEMENTATION

The curriculum has been designed to enable pupils to learn incrementally more complex phonics, vocabulary and grammar – the 'Three Pillars' – and as a result, pupils should begin to independently produce their own Spanish sentences. Pupils' progression can be measured in how successfully they are able to combine phonics, vocabulary and grammar that they have learned.

A complete suite of lessons is provided for every lesson. Interactive teaching resources are provided for lessons and a wide variety of topics are covered (including cross-curricular topics) with all instances of the foreign language pre-recorded using a native speaker. **Grammar** is threaded into every unit across all three teaching types: Early Language units, Intermediate Language units and Progressive Language units. In the Early Language units, grammar is taught implicitly, then it moves towards a more explicit approach in the intermediate and Progressive units. Grammar rules and patterns will be taught by level of challenge:

- We start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units.
- We move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units.
- We end with opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.

Once introduced, grammar is constantly repeated and revised in following units, preparing children for their language journey in Secondary school. Essential **vocabulary** is taught through the Core Vocabulary units. Knowledge organisers for each unit are essential to encourage children to build upon prior knowledge; from Year 3, their Spanish 'dictionary' follows them through the school so that when they leave Year 6, they are fully prepared and excited to continue their language journey. From Year 3, the teaching of **phonics** is explicit in the first unit and then revisited in subsequent units.

IMPACT

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the long-term planning documents provided in the form of Language Angels unit planners to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. Short-term planning is also provided in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading writing) is provided by an end of unit test on these skills. This information will be recorded by the teacher on the 'Tracking and progression Tool' on Language Angels and will be monitored by the subject leader who can use this data to ensure teaching is appropriate for each pupil, class and year group as well as to feedback on progress to SLT.

The impact of teaching and learning will also be determined through MFL Lead and/or SLT reviews: meeting the children at the end of each unit, will provide them with an opportunity to display their understanding in speaking, listening, reading, writing and grammar. We will know if we have been successful if children have met their 'end points' which are specified in the planning document, display a love for languages and have a deeper understanding of the wider world.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible or Pupil Premium funding and those with SEND

Language Angels attempts to support all children so they can fully access the curriculum and learn Spanish. It offers the following:

- **A focus on communication and interaction**

Instructions are always very clear and explicit. Pupil Intention sheets, Vocabulary sheets and the Pupil Learning Intention sheets help all children remember what they are learning and why. Images are used wherever possible to support the introduction of new language. The first skills focus in all our lessons are speaking and listening before introducing reading and writing. All pupils are provided with the necessary tools to be able to participate in lessons and become more independent learners. All pupils will learn how to make substantial progress.

- **A focus on cognition and learning**

There is a strong focus on developing long-term memory skills with pedagogy and methodology based on solid research – particularly in the Early Learning units. All lessons are carefully planned, sequenced and scaffolded so all pupils are able to participate with varying levels of support. Previous knowledge is always revised prior to new knowledge being introduced. Desk-based activities are always differentiated with three levels of challenge. Pupils have access to the materials outside of lessons for extra consolidation.

- **A focus on multi-sensory methods and physical needs**

Karaoke songs/animations are available in all units, providing a visualisation of the language introduced in each unit. Not all materials are interactive board or desk based. Language Angels provides a wide range of activities so that all types of learners are catered for. Physical actions are encouraged where appropriate. Teachers can adapt lessons and worksheets to support pupils with specific needs. For instance, by changing size and font of text, using physical actions and using coloured semantics to help model writing.

Progression of Knowledge

Our MFL curriculum begins in KS1. Although it is not statutory, children are introduced to Early Language and Core vocabulary units where they begin to foster curiosity about the wider world. In years 3/4, Autumn 1, we visit Core Vocabulary and Phonetics. In Years 3 and 4 we study Early Language units before progressing onto Intermediate Language units. In Years 5 and 6 we start by studying Intermediate Language units before studying the Progressive Language units. In EYFS, children learn to say hello, goodbye, yes and no in Spanish.

Key

Unit 2 - Starting Off (SO), Moving On (MO) and Moving Up (MU)

Unit 3 &4

Early Language units (E)

Intermediate Language units (I)

Progressive Language units (P)

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 Foundation Stage					Hola, Buenos Dias, Adios, Si/No	Hola, Buenos Dias, Adios, Si/No
Unit 2 Years 1 & 2	Greetings (SO)	Seasons (MO) Cross Curricular	Transport (SO)	In my Town (MO)	Musical Instruments (MU) Cross Curricular	Minibeasts (MO)
Unit 3 Years 3 & 4	Phonics lesson 1 & 2 (C) I'm learning Spanish (E)	Animals (E)	Fruits (E)	I Can... (E)	Presenting Myself (I)	In The Classroom (I)
Unit 4 Years 5 & 6	Phonics lesson 3 & 4 (C) Regular verbs (C) Core Vocabulary (C)	At the Café (I)	My Home (I)	Goldilocks (I)	Planets (P)	At the Weekend (P)

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 Foundation Stage					Hola, Buenos Dias, Adios, Si/No	Hola, Buenos Dias, Adios, Si/No
Unit 2 Years 1 & 2	Numbers & Colours (SO)	Feliz Navidad (SO)	Nursery Rhymes (SO)	Superheroes (MO)	Shapes (MU)	I know How...(MU)
Unit 3 Years 3 & 4	Phonics lesson 1 & 2 (C) I'm learning Spanish (E)	Musical Instruments (E)	Seasons KS2(E)	Vegetables (E)	My Family (I)	Habitats (I)
Unit 4 Years 5 & 6	Phonics lesson 3 & 4 (C) The Date (I)	Do you have a Pet? (I)	Clothes (I)	What is the Weather? (I)	At School (P)	Me in the World (P)

<p>End point:</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Grammar</p>		<p>By the end of Key Stage 1, children will:</p> <ul style="list-style-type: none"> ✓ Learn to repeat the language they hear with accurate pronunciation ✓ Articulate key words introduced and understand their meaning ✓ Be able to identify the written versions of the words they hear ✓ Start to reproduce nouns and determiners from a model ✓ Appreciate short stories and nursery rhymes and start to understand some of the familiar words in what they hear ✓ Start to understand that foreign languages have different structures to English, e.g. many nouns have determiners in foreign languages which we don't have in English 	<p>By the end of Key Stage 2, children will build on their prior knowledge of the past and extend this further. Children will:</p> <ul style="list-style-type: none"> ✓ Communicate with others with improved confidence and accuracy, responding with opinions ✓ Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity ✓ Read aloud short pieces of text applying knowledge learnt from their phonics lessons and start to decode meaning of unknown words ✓ Write short phrases, progressing to a paragraph, based on familiar topics incorporating conjunctions ✓ Learn to manipulate the language and be able to substitute words for suitable alternatives ✓ Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases ✓ Understand the concept of gender and which determiners to use for meaning (e.g. 'the', 'a' or 'some') ✓ Start to explore verbs (e.g. 'I wear...', 'he/she wears...') and describe items using colour, for instance (e.g. my blue coat) ✓ Begin to explore regular and irregular verbs (e.g. 'to go', 'to do', 'to have' and 'to be')
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It is our intention that the voices are used, where appropriate, during MFL teaching. Children will therefore encounter these 'Voices' repeatedly throughout their time at Preston Primary School. They will use their prior knowledge of a specific 'voice', such as 'Grammar' **and** build upon this in their MFL lessons. The 'Voices' are progressive.

The Three Pillars of Progression– Vocabulary, Grammar, Phonics



Speaking		Reading	Writing	Listening
KS1	<ul style="list-style-type: none"> ✓ I can repeat the language I hear by joining in ✓ I can understand the simple words that I hear 	<ul style="list-style-type: none"> ✓ I can identify written words of the words that I hear 	<ul style="list-style-type: none"> ✓ I can reproduce nouns and determiners from a model 	<ul style="list-style-type: none"> ✓ I can appreciate rhymes and songs and start to understand some words ✓ KS1
Y3/4	<ul style="list-style-type: none"> ✓ I can pronounce words accurately ✓ I can communicate with others using simple words and short phrases ✓ I can ask and answer questions 	<ul style="list-style-type: none"> ✓ I can read familiar words and short phrases ✓ I can read aloud short pieces of text 	<ul style="list-style-type: none"> ✓ I can write familiar words and phrases using a model or vocabulary list 	<ul style="list-style-type: none"> ✓ I can learn to listen to, enjoy and understand short stories and passages by picking out key words and phrases ✓ Y3/4
Y5/6	<ul style="list-style-type: none"> ✓ I can speak with increasing confidence, fluency and spontaneity ✓ I can pronounce accurately with intonation ✓ I can engage in conversations by asking and responding to questions ✓ I can respond with opinions and justifications 	<ul style="list-style-type: none"> ✓ I can understand longer sentences and start decoding meanings of unknown words ✓ I can read aloud longer pieces of text 	<ul style="list-style-type: none"> ✓ I can write some sentences or a short paragraph incorporating connectives ✓ I can get the 'gist' of what is being written by picking out key vocabulary ✓ I can present my ideas in various ways to a range of audiences ✓ I can use a dictionary to help me 	<ul style="list-style-type: none"> ✓ I can listen more attentively and for longer, understanding what has been said by picking out more vocabulary and phrases ✓ I can get the 'gist' of what is being said by picking out key vocabulary ✓ Y5/6

	EYFS/Key Stage 1		Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	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. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning EG: 'the', 'a' or 'some'. Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

CYCLE A						
YEARS 1 and 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Greetings	Seasons (cross curricular)	Transport	In My Town	Instruments (Cross curricular)	Minibeasts
National Curriculum	Non-Statutory	Non-Statutory	Non-Statutory	Non-Statutory	Non-Statutory	Non-Statutory
Specific Content (substantive knowledge)	Learn how to say: Hello My name is How are you? How are you feeling? Goodbye See you soon	The four seasons using their determiner. Learn how to say a short sentence about the season. My favourite season is...	Recognise, recall and remember up to 7 modes of transport in Spanish. Recognise, recall and remember a short phrase for each mode of transport in Spanish. Learn to listen attentively to, understand and participate actively in a Spanish song about transport.	Recognise, recall, and remember up to 7 places from the town in Spanish. Attempt to spell some of these nouns with their correct indefinite article/determiner. Attempt to build a sentence using the structure 'hay' (there is) plus the noun and the correct indefinite article/determiner.	Name and recognise up to 5 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/ determiner in Spanish. Learn how to say I play an instrument in Spanish	Recognise and recall up to 10 minibeasts in Spanish. Recall greetings more easily in Spanish. Recognise and follow instructions in Spanish. Follow an animated story in Spanish.
Sequencing Knowledge	Prior knowledge: In EYFS, children learn Hola, Buenos dias, adios and si/no Future knowledge: Children will continue to learn key vocabulary (seasons, transport)	Prior knowledge: In previous units, children will have learnt greetings in Spanish. Future knowledge: Children will be able to identify the written version of a wider range of words. Children will continue to use determiners for nouns.	Prior knowledge: Vocabulary from the greetings and seasons units. Future knowledge: Children will be able say how they travel in the town	Prior knowledge: Vocabulary from the greetings unit followed by the seasons and transport units. Future knowledge: Children will be able to name and recognise ten instruments in Spanish. Linked to Long enquiry.	Prior knowledge: Vocabulary from the greetings, seasons, transport and in my town units. Future knowledge: Children will be able to recognise up to ten minibeasts in Spanish.	Prior knowledge: Vocabulary from the greetings unit. Future knowledge: Children will be able to use knowledge when studying animals in unit 3.
Vocabulary	buenos días, Hola me llamo ¿cómo estás? ¿cómo estás?, estoy bien, estoy mal, más o menos adiós ¡hasta luego!	el invierno, la primavera, el verano, el otoño las flores crecen, hace calor, los árboles pierden sus hojas	el camion la motocicleta el tren el aeroplano el autobus el barco el coche	una panadería una piscina una escuela un cine un parque una cafeteria una pista de patinaje	el arpa el clarinet el violin la trompeta la flauta	la abeja la oruga el gusano la mariposa el erizo la hormiga la rana la mariq
Grammar	Start to understand that foreign languages have different structures to English.	Nouns have determiners.	el and la – determiners for 'the'	No specific grammar taught in this unit.	The difference between 3 different determiners el, la and los	No specific grammar taught in this unit.

Computing Links	Interactive games	Interactive games	Interactive games	Interactive games	Interactive games	Interactive games
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CYCLE B							YEARS 1 and 2						
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Unit	Numbers and Colours		Feliz Navidad (C)		Nursery Rhymes		Superheroes		Shapes		I know how...?		
National Curriculum	Non-Statutory		Non-Statutory		Non-Statutory		Non-Statutory		Non-Statutory		Non-Statutory		
Specific Content (substantive knowledge)	Learn colours Learn numbers 1-10		Basic Christmas vocabulary. Children create a Christmas card written in Spanish.		Using actions and karaoke videos: Twinkle Little Star Little Chicks Old Macdonald Elephant on a Swing Incy Wincy Spider Wheels of the Bus		Recognise, recall, and remember the six colours presented in this unit in Spanish. Recognise and remember the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I know how'. Present and describe ourselves as a superhero		Shapes introduced in their singular form. Listening task involving drawing shapes and numbering them 1-5.		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).		
Sequencing Knowledge	Prior knowledge: Last year, children learned how to say hello and goodbye in Spanish, and they asked some simple questions such as How are you? How are you feeling? Future knowledge: Children will continue to learn key vocabulary (days of the week)		Prior knowledge: Children may have heard the song, Feliz Navidad. Future knowledge: Children will continue to learn key words in Spanish and begin to write some basic words.		Prior knowledge: Children will have heard of the nursery rhymes in English. They will know some minibeasts that will feature in the nursery rhymes. Future knowledge: In Year 3, children will continue with Early Language units. They will revisit Core Vocabulary and begin to learn phonics explicitly.		Prior knowledge: In previous units, children will have learnt greetings, colours, days of the week and learnt to write happy Christmas in Spanish. Future knowledge: Children will be able to identify the written version of a wider range of words. Children will continue to use determiners for nouns.		Prior knowledge: In previous units, children will have learnt greetings, colours and numbers, learnt to write happy Christmas in Spanish and sing some nursery rhymes. Future knowledge: Children will use role play to act out an animal. Children will be able to identify the written version of a wider range of words. Children will continue to use determiners for nouns.		Prior knowledge: Greetings unit followed by the colours & numbers' unit and other units such as nursery rhymes and superheroes. Future Knowledge: Form longer and more complex sentences ready for year 3.		

Cycle A	YEARS 3 and 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	I'm Learning Spanish (E) Phonetics lesson 1 & 2(C)	Animals (E)	Fruits (E)	I Can (E)	Presenting Myself (I)	In The Classroom (I)
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <p>The starred (*) content above will not be applicable to ancient languages.</p>					
Specific content (substantiative Knowledge)	Key facts about Spain, basic geography of Spain and the countries that surround it. Learn fixed phrases in Spanish to say how they are feeling answering the question ¿cómo estás? Role play activity with the children. Learn numbers and 10 basic colours. Phonics - CH, J, Ñ, LL, RR	Ten nouns and determiners for common animals. Children will use 'soy...' (I am...) children will role play the various animals presented.	Ten fruits in their singular form. Changing Spanish fruits from their singular form into their plural forms. Introduction of a positive and negative opinion (Me gustan../I like, no me gustan/I do not like)	First ten verbs / everyday activities that they might do in their day. Spanish verb 'poder' in the form of 'puedo' (I can) – listening, reading and writing activities.	Revise Spain and Spanish speaking countries. Teach the children how to ask hola, ¿cómo estás? (Hello, how are you?) give a reply estoy bien, estoy mal etc (I am well, I am not so well etc) and end their conversation with ¡adiós! (goodbye). How old are you? Where do you live? Create ID cards.	Children will be taught 10 items of classroom stationery grouped by gender (feminine and masculine) consolidated with a variety of class games including picture bingo and the 'follow-on' game. Say what they have and do not have in their pencil case.
Sequencing knowledge	<p>Prior knowledge: Children will have been introduced to Spanish in KS1.</p> <p>Future knowledge: In the next unit, children will learn ten nouns for common animals.</p>	<p>Prior knowledge: In KS1, children will have learnt names for ten minibests.</p> <p>Future knowledge: Children will use a karaoke video and begin to read longer sentences. Children will continue to use determiners for nouns.</p>	<p>Prior knowledge: In previous units, children will have learnt the vocabulary from I'm learning Spanish and phonetics lesson 1 and 2.</p> <p>Future knowledge: Children will begin to write simple words in Spanish.</p>	<p>Prior knowledge: Children have learnt about fruit and animals (this year) and instruments (KS1) that may feature in this unit.</p> <p>Future knowledge: In the next unit presenting myself, children will continue to learn about what they can do.</p>	<p>Prior knowledge: Children will have had Early Language units based on presenting ourselves. This unit builds upon this and involves longer conversations.</p> <p>Future knowledge: Children will use aspects of this for the units family in cycle B.</p>	<p>Prior knowledge: Children will have learnt 'tengo' last term. Masculine and feminine determiners last term.</p> <p>Future knowledge: Use on the negative form will also be taught in my family in cycle B and my home in unit 4.</p>

Vocabulary	¿cómo estás? ¿cómo te llamas? Numbers 1 to 10 / 10 basic colours (including rojo / azul / verde etc.	un león / un conejo (masculine) un cerdo / una vaca (feminine) soy	la fruta, una manzana, un plátano, un albaricoque, las manzanas, los plátanos, los albaricoques, me gustan..., no me gustan...	bailar (to dance) / cocinar (to cook) etc. escuchar (to listen) / beber (to drink) puedo...	¿cómo estás? (Plus options) / numbers 1 to 10 / ¡adiós! me llamo ... / ¿cómo te llamas? / Numbers 10 to 20, vivo en ... / ¿dónde vives?	un lápiz, un libro etc una goma, un sacapuntas etc. ¡escuchad!, ¡escribid! tengo ... / no tengo.
Grammar	Nouns have determiners. High frequency verbs in the first person.	Nouns have determiners. High frequency verbs in the first person.	Nouns have determiners. High frequency verbs in the first person.	High frequency verbs in the first person.	High frequency verbs in the first person. Adjectives and adjectival agreement	Nouns have determiners. High frequency verbs in the first person. Possessive adjectives. Use of the negative form.
Computing Links	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Trans.	Interactive games/Sway/ Adobe Spark/ Google Translate

Cycle B	YEARS 3 and 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	I'm Learning Spanish (E) Phonetics lesson 1 (C)	Musical Instruments (E) Cross Curricular	Seasons KS2 (E)	Vegetables (E)	My Family (I)	Habitat (I)
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 					
Specific content (substantive Knowledge)	Key facts about Spain, basic geography of Spain and the countries that surround it. Learn fixed phrases in Spanish to say how they are feeling answering the question ¿cómo	Children to learn up to 10 instruments in Spanish. Nouns and determiners for instruments. Introduce the children to the Spanish	Pronounce, read and spell the four seasons. Write a sentence about their favourite season. Learn what happens in each season.	Vegetables in their plural form using the feminine plural definite article "las" and the masculine plural definite article "los". Vocabulary for weight.	Introduce nouns and the appropriate determiner for family members. Teach and explain the different determiners for masculine, feminine and plural family	Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats.

CYCLE A						
YEARS 5 and 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Core Vocabulary (C) Regular Verbs (C) Phonetics lesson 3 (C)	At the Café (I)	My Home (I)	Goldilocks (I)	Planets (P)	At The Weekend (P)
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 					
Specific content (substantiative Knowledge)	Recap all core vocabulary, including spelling. An introduction to Spanish personal pronouns. Regular IR, ER and AR verbs. Phonemes: GA, GE, GI, GO, GU	Children will learn a variety of typical snacks and drinks available in a Spanish cafe so as to be able to order the items in an authentic role play situation.	Nouns and determiners for masculine and feminine rooms. Plus in my home there is/are... in my home there is not.../there are no..."	Using this story teach the children how to develop their listening skills in Spanish as well as using cognates to develop their understanding of the vocabulary presented in the story. They will also be encouraged to write their own versions of the story.	Name and spell accurately some/all the planets in Spanish on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy.	Children will be exposed to phrases that allow them to talk about their weekend in depth. It is very pictorial in presentation. Also, an activity to consolidate telling the time. Say longer sentences using connectives.
Sequencing knowledge	<p>Prior knowledge: Children will have learnt phonetics lesson 1 and 2 in previous unit.</p> <p>Future knowledge: Irregular verbs will be taught in Year 6.</p>	<p>Prior knowledge: Children will have learnt fruits and vegetables in Year 3 and 4.</p> <p>Future knowledge: Conjunctions will be taught in the next unit.</p>	<p>Prior knowledge: Use of the negative form was learnt in the classroom in cycle A unit 3.</p> <p>Future knowledge: This unit links with me in the World in cycle B unit 4.</p>	<p>Prior knowledge: Phonics and Pronunciation lessons 1 and 2.</p> <p>Future knowledge: Children will be reading longer passages in the Progressive Units in unit 4.</p>	<p>Prior knowledge: Phonics and Pronunciation lessons 1,2 and 3.</p> <p>Future knowledge: Children will be learning adjectival agreement in at school and in the clothes units in cycle B unit 4.</p>	<p>Prior knowledge: Connectives introduced in my home unit.</p> <p>Future knowledge: longer conversations will be in Me in the World unit.</p>

Vocabulary	Yo, Tú, Nosotros, Vosotros, Ellos etc Comer, Vivir and Hablar.	Quiero... / por favor / selection of Spanish foods and drinks including: un zumo, un té con leche, un croissant, la mantequilla, ¿qué quieres desayunar?	una casa, un piso, en la ciudad, en la costa en mi casa hay..., una cocina, un comedor etc. en mi casa hay... en mi casa no hay...	ricitos de oro y los tres osos	La tierra La luna Urano Mercurio	El sol Marte Neptuno	'y cuarto' / 'y media' etc. / 'son las...' etc 'juego al fútbol' / 'voy a la piscina'
Grammar	Regular verbs. Gender and nouns. Adjectival agreement. Possessive adjectives.	High frequency verbs. Conjunctions and connectives.	Nouns and determiners. High frequency verbs in the first person. Use of the negative form. Conjunctions and connectives.	Nouns and determiners. High frequency verbs in the first person.	Nouns and determiners High frequency verbs in the first person. Adjectives and adjectival agreement	Nouns and determiners. High frequency verbs in the first person. Conjunctions and connectives. Irregular whole verb. Opinions and justifications	
Computing Links	Interactive games/Sway/ Adobe Spark/ Google Trans.	Interactive games/Sway/ Adobe Spark/ Google Trans.	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	

	CYCLE B YEARS 5 and 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Core Vocabulary (C) Regular Verbs (C) Phonetics lesson 4 (C)	Do you have a pet? (I)	Clothes (I)	What is the weather? (I)	At School (P)	Me in the World (P)
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 					
Specific content	Recap all core vocabulary, including spelling and conversation.	Know the nouns and indefinite articles for 8 common pets. Ask	Revise days of week before unit. Items of clothing with a strong focus on using the	Revise seasons KS2 (E). Focus on spelling through the use of gap-fill activities and a	School subjects and correct gender. Subjects they like and do not like. Opinions	Intro to 4 friends, where they live and which languages they speak. Examine the flag and currency

(substantiative Knowledge)	Spanish irregular verbs IR (to go), TENER (to have), SER and ESTAR (to do)	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 in Spanish.	correct gender / determiner for each item. I wear.. To wear	matching pairs game. Children to create an authentic weather forecast in Spanish. Can be spread over a longer period of time if necessary, incorporating more ICT.	and justifications. Introduction to telling the time.	for each country. Full list of Spanish speaking countries. Festivals: El Día De Los Muertos, El Carnaval, La Semana Santa and Eid.
Sequencing knowledge	Prior knowledge: Children will have learnt regular verbs in Year 5. Future knowledge: Continue regular and irregular verbs in following units.	Prior knowledge: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units. Vocabulary from presenting myself and family. Future knowledge: Connectives and conjunctions taught in the next unit.	Prior knowledge: Regular verbs and days of week learnt in Year 5. Future knowledge: Regular and irregular verbs taught in following units.	Prior knowledge: Children will have prior knowledge of days of week and months of year taught in Core Vocabulary units. Future knowledge: Children can say what the weather is like every day.	Prior knowledge: This unit links within the classroom in Year 4. Future knowledge: Continue with telling the time in the next unit.	Prior knowledge: Intro to this in I'm Learning Spanish in Year 3 and Presenting Myself in Year 4. Future knowledge: Continue learning Spanish and Geography in KS3.
Vocabulary	Yo, Tú, Nosotros, Vosotros, Ellos etc. Phonemes B, V, CC, QU, Z	un perro un gato un conejo un raton un hamster un pez una Tortuga una cotorra	una gorra / una camisa, las gafas / los guantes llevar, llevo	está lloviendo / hace frío / hay tormenta bienvenido al pronóstico del tiempo / en el norte etc	el español / el inglés / las matemáticas etc. / opinions including 'si a mí me gusta...' / 'no a mí no me gusta...'	Me llamo..., Vivo en..., Hablo... Mi fiesta preferida es..., hay bandas de música en las procesiones, es
Grammar	Irregular verbs. Gender and nouns. Adjectival agreement. Possessive adjectives	Nouns and determiners High frequency verbs in the 1 st person. Using the negative form. Conjunctions and connectives.	Nouns and determiners. High frequency verbs in the first person. Adjectives and adjectival agreement. Possessive adjectives. Conjunctions. Regular whole verb.	Nouns and determiners. High frequency verbs in the first person.	Nouns and determiners. High frequency verbs in the first person. Adjectives and adjectival agreement. Use of the negative form. Conjunctions and connectives. Regular whole verb. Opinions and justifications.	Nouns and determiners. High frequency verbs in the first person. Conjunctions and connectives. Opinions and justifications
Computing Links	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/ Sway/ Adobe Spark/ Google Translate