

Year Group and MFL themes for the term	Learning Outcomes	Skills, Grammar and structures	Knowledge Connections: Oracy and SPaG	Knowledge Connections: Links to other subjects
<u>EYFS and KS1</u>	At SPPS we adopt a whole school approach to teaching Spanish, and although languages at Foundation Stage and KS1 are not statutory, we feel that the early introduction to Modern Foreign Languages is an important first step for all our pupils The aims of learning a foreign language at Foundation Stage/KS1 are the same for those at KS2: •Foster an interest in learning another language •Introduce young learners to a different rich language environment in a way that is enjoyable and fun •Stimulate and encourage learner’s curiosity about language •Encourage learners to be aware that language has structure and that structures differ from one language to another •Help learners to understand cultural differences in other countries •Develop their speaking and listening skills Our scheme of work for MFL at Foundation Stage/KS1 complements our scheme of work for MFL at KS2, which will re-visit previous learning, but be less formal and concentrate mainly on speaking and listening. From nursery up to the end of Year 2, children will explore the following elements of Spanish: • Greetings • Numbers • Colours • Animals • Days of the week and months of the year • Classroom instructions and items • Body parts • Traditional stories • Introduction to food and drink items			

<u>Year 3</u> Greetings and Spanish-speaking countries – Autumn Term 1	Pupils will be successful if they: ☑ Can greet each other, asking and answering names and about wellbeing ☑ Can recognise aurally and in written form the numbers 1 – 20 ☑ Can respond to simple classroom commands ☑ Can pronounce more or less correctly the key Spanish sounds	Skills – Pupils will develop the ability to: ☑ Listen attentively ☑ Work effectively in pairs Grammar and structures – Pupils will understand and be able to use: ☑ The yo and tú forms of the verb llamarse ☑ Structures to say simple mental Maths eg 2 más 3 son 5	Oracy: Clarity of pronunciation. Maintaining focus on task. Guiding or managing interactions. Listening actively & responding appropriately. SPaG: Use the high-frequency verb forms 'I have, it is, they are', and regular –ar verbs in 1st person singular form, confidently. Form regular plural nouns.	Geography: Location of Spanish speaking countries

Dates and numbers – Autumn Term 2	Pupils will be successful if they: - Can pronounce correctly the key Spanish sounds included in this Unit - Can say how old they are and ask their partner their age - Can say the day and the date - Can respond to simple commands	Skills – Pupils will develop the ability to: - Recall key phonic sounds - Work well with a partner - Respond to a variety of inputs to learn new grammar points Grammar and Structures – Pupils will understand and be able to use: - Tengo años - The information that months do not have a capital letter (unless they start a sentence) - Commands in the singular and plural - The way to say ‘of the’ masculine form - del	Oracy: Recall key phonics words (and gestures), and say them aloud with good pronunciation. Appropriate vocabulary choice. Turn-taking. SPaG: Use a word list to locate specific words. Indicate that there is a problem, using a pre-learned phrase eg No entiendo	Maths: Measurement – time (days and dates)

Myself and the things I do – Spring Term 1	Pupils will be successful if they: ☑ Can pronounce correctly the key Spanish sounds included in this Unit ☑ Can say and ask others when their birthday is ☑ Can say and ask others what their favourite colour is ☑ Can recognise the 1st person singular of 7 -ar verbs	Skills – Pupils will develop the ability to: - Recall key phonic sounds - Work well with a partner - Develop strategies to aid memorisation, such as actions linked to verbs Grammar and Structures – Pupils will understand: 1st person singular of common -ar verbs and their infinitives - How to ask and give information about favourite colour using Cuál.	Oracy: - Seeking information & clarification through questions/ing. - Appropriate vocabulary choice SPaG: - Use classroom prompts (such as display) as an aid to spelling. - Substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.	ASPIRE – Self aware Samuel
Designing a monster – Spring Term 2	Pupils will be successful if they: ☑ Can hold a simple conversation with a partner ☑ Can respond to and create descriptions using colour correctly, agreeing in gender and number	Skills – Pupils will develop the ability to: ☑ Listen attentively and demonstrate this by responding to songs ☑ Work effectively in pairs and give each other feedback ☑ Memorise language through responding to songs	Oracy: - Gesture & posture. - Facial expression and actions. - Voice projection SPaG: - Recognising the value of nouns and adjectives.	

	☑ Can demonstrate through actions an understanding of the songs in this Unit	Grammar and Structures – Pupils will understand and be able to create sentences using: ☑ Gender and number differences of nouns ☑ Adjectives describing nouns ☑ The 3rd person singular of the verb ‘tener’	Forming plural nouns.	
Me gusta (I like) – Summer Term 1	Pupils will be successful if they: • Can express simple preferences using parts of me gusta + colour and -ar verbs • Can respond to a known story with gestures and mime and take part in a performance of the story • Can pronounce the phonic sounds	Pupils will develop the ability to: • Listen attentively and demonstrate this by responding to songs and stories • Build on prior knowledge to access a new text • Develop a strategy of their own to help them memorise new vocabulary Grammar and Structures – Pupils will understand (and may be able to use): • The infinitive of a selection of -ar verbs	Oracy: Listening actively & responding appropriately. Summarising. SPaG: Use indefinite articles in the singular with masculine and feminine nouns. Use some singular masculine and plural adjectives correctly.	

	included in the Unit Can recognise multiples of numbers in tens up to 100	- Me gusta, no me gusta, me gustan, no me gustan + colour - me gusta + -ar verbs in the infinitive Masculine/feminine adjectives to describe nouns - That stories in the past are written in the past tense		
Mi familia (my family) – Summer Term 2	Pupils will be successful if they: - Can hold a conversation with a partner about families and pets - Can respond to a song using gestures and mime - Can pronounce the phonic sounds included in the Unit	Skills – Pupils will develop the ability to: - Listen attentively and demonstrate this by responding to songs and stories - Use a bi-lingual dictionary to look up simple nouns - Do a presentation about their families Grammar and Structures – Pupils will understand (and may be able to use):	Oracy: Listening actively & responding appropriately. Summarising. Appropriate vocabulary choice. Structure & organisation of talk. SPaG: Understand 1st, 2nd and 3rd person tenses. Use the high-frequency verb forms 'I have, it is, they are'.	

		• The 1st, 2nd and 3rd persons singular of the verb 'tener' • Use the masculine/feminine versions 'un/una'		
<u>Year 4</u> ¿Qué tiempo hace? (What is the weather?)– Autumn Term 1	Pupils will be successful if they: • Can create and perform a dialogue about the weather • Can ask and answer questions about modes of transport • Can understand that Spanish is spoken in many countries • Can pronounce correctly the phonic sounds included in the Unit	Skills – Pupils will develop the ability to: • Use context to estimate new words • Apply phonic knowledge to support reading and writing • Understand that Spanish is spoken in many countries • Work with a partner Grammar and Structures – Pupils will understand (and may be able to use): • 1st and 2nd person singular of 'ir' - voy, vas • Hace, hay and está as constructions to use when describing weather • Use of 'en' or 'a' with modes of transport	Oracy: Pace of speaking. Clarity of pronunciation. Appropriate vocabulary choice. SPaG: Use a dictionary or online resource to check the spelling of a word.	

¿Qué te gusta hacer? (what do you like to do?) – Autumn Term 2	Pupils will be successful if they: • Can create a dialogue with a partner around ¿Qué te gusta hacer? • Can write sentences from memory expressing opinions about what they like/do not like to do • Can pronounce correctly the phonic sounds included in the Unit	Skills – Pupils will develop the ability to: • Use mental associations to help remember words • Apply phonic knowledge to support reading and writing • Read and memorise words Grammar and Structures – Pupils will understand and will be able to use: • The infinitive form of several AR verbs and the 1st person singular form • The indirect object pronoun with gustar and encantar	Oracy: Understand how to form questions/answers independently. Listening actively & responding appropriately. SPaG: Use a word list to check the spelling of a word. Write simple words and several short phrases from memory with understandable spelling.	
Raúl viaja en el tiempo (Raul travels in time) – Spring Term 1	Pupils will be successful if they: ☑ Can create a dialogue with a partner using questions and complex sentences expressing opinions ☑ Can write sentences expressing opinions about what they like/do not like to	Skills – Pupils will develop the ability to: ☑ Build on prior learning to determine meaning ☑ Plan a language activity ☑ Use a simple glossary to locate specific words Grammar and Structures – Pupils will understand (and may be able to use): ☑ The 1st person singular form of a range of verbs	Oracy: Read the story aloud with accurate pronunciation and intonation. SPaG: Substitute one element in a simple phrase or sentence to vary the meaning. e.g	

	do ¿ Can read the story aloud with accurate pronunciation and intonation	¿ Infinitive phrases with 'me gusta' ¿ Prepositions of place ¿ Differences between the use of 'está' and 'es'	the colour adjective or the noun.	
Healthy lifestyles – Spring Term 2	Pupils will be successful if they: • Can create a dialogue with a partner around ¿Qué haces el lunes? • Can produce an individual written diary of daily activities • Can pronounce correctly the phonic sounds included in the Unit	Skills – Pupils will develop the ability to: • Use a dictionary • Build on prior knowledge to determine meaning • Develop intercultural understanding about others' daily activities Grammar and Structures – Pupils will understand and will be able to use: • the 1st person singular form of common -AR and -ER verbs • Definite articles el, los, la, las • Recognise and apply simple adjectival agreements • Singular and plural commands	Oracy: Guiding or managing interactions. Turn-taking. Listening actively & responding appropriately. SPaG Understand singular and plural verbs. Use adjectives (agreement and position).	Science – Animals including humans ASPIRE – Healthy body, healthy mind

El Carnaval de los animales (The animal carnival)– Summer Term 1	Pupils will be successful if they: ☑ Can write a description of animals using 2 adjectives ☑ Can create complex sentences which include time + activities ☑ Can perform a role play using a variety of times + activities ☑ Can pronounce correctly the phonic sounds included in the Unit	Skills – Pupils will develop the ability to: ☑ Use question forms ☑ Build on prior knowledge to create new sentences ☑ Plan and deliver a language activity ☑ Look at the writing conventions of the language Grammar and Structures – Pupils will understand and will be able to use: ☑ the 1 st person singular form of common -AR and -ER verbs ☑ Recognise and apply simple adjectival agreements ☑ Manipulate the language by choosing different adjectives and activities	Oracy: Structure & organisation of talk. Seeking information & clarification through questions/ing. SPaG: Recognise qualifiers, adverbs of time and prepositions of place. Use adjectives (agreement and position) .	
Cuando llueve llevo un paraguas (When it rains I carry an umbrella)– Summer Term 2	Pupils will be successful if they: ☑ Can create and perform a dialogue about the weather, including articles of clothing	Skills – Pupils will develop the ability to: ☑ Use context to estimate new words ☑ Discuss language learning and share ideas	Oracy: Tonal variation . Clarity of pronunciation. Voice projection.	Science – the water cycle

	and temperature ☑ Can write an individual weather diary for a week ☑ Can match key sounds and words which rhyme ☑ Can pronounce correctly the phonic sounds included in the Unit	☑ Apply phonic knowledge to support reading and writing ☑ Understand a traditional children's song in the past tense ☑ Work with a partner Grammar and Structures – Pupils will understand (and may be able to use): ☑ Hacer, hay and está as constructions to use when describing weather ☑ Connectives to manipulate language and produce more complex sentences	SPaG: Use connectives 'and', 'but', 'also'.	
<u>Year 5</u> The Hungry Caterpillar – Autumn Term 1	Pupils will be successful if they: ☑ Can ask and answer questions about what foods they like ☑ Can give opinions about food likes and dislikes using extended sentences ☑ Can recognise the 1st, 2nd and 3rd person singular of the past tense – pretérito	Skills – Pupils will develop the ability to: ☑ Listen attentively and follow the story of La pequeña oruga glotona ☑ Create role plays in pairs ☑ Work in teams Grammar and Structures – Pupils will understand and be able to use correctly:	Oracy: Role play - Guiding or managing interactions. Self assurance. SPaG: Use the definite article with verbs of like / dislike.	Power of Reading Core book - EYFS

	of the verbs comer and beber	☐ The indefinite article un/una and definite article el/la ☐ Me gusta, no me gusta, me gustan, no me gustan with food items ☐ Extended sentences using the connectives y, pero and porque ☐ The 1 st , 2 nd and 3 rd person singular of the pretérito (past) of the verbs comer and beber		
I am the Music man – Autumn Term 2	Pupils will be successful if they: ☐ Can produce and perform a rap and role play in pairs ☐ Can use their musical skills to relate this to language learning ☐ Can talk about different music genres in simple Spanish ☐ Can correctly pronounce the phonic sounds covered in this unit	Skills – Pupils will develop the ability to: ☐ Recall key phonic sounds ☐ Work well with a partner ☐ Recycle previously learnt structures into new sentences Grammar and Structures – Pupils will understand and be able to use: ☐ ¿A quién le gusta...? ☐ The verb tocar ☐ Me gustaría comprar ... ☐ Imperative forms of cambiar and enseñar	Oracy: Musical performance; physical and social & emotional strands of the framework, particularly the confidence in speaking section. SPaG: Consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.	Music - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (NC)

Mi Ciudad (my city) – Spring Term 1	Pupils will be successful if they: • Can read and create simple sentences about places in a town. • Can produce with a partner a dialogue about a variety of personal information • Can correctly pronounce key Spanish phonic sounds	Skills – Pupils will develop the ability to: • Recall key phonic sounds • Work well with a partner • Combine all 4 language skills • Understand places in Spain Grammar and Structures – Pupils will understand and be able to use: • ¿Dónde está? Está + directions • ¿Qué hay? • un/una; el/la	Oracy: Appropriate vocabulary choice. Structure & organisation of talk. SPaG: Recognising when to use advanced punctuation such as question marks and exclamation marks accurately.	Geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (NC)
Las Pescadoras Valencianas (studying Spanish art) – Spring Term 2	Pupils will be successful if they: ☑ Can read and create simple or complex sentences about the painting ☑ Can memorise the poem ‘La Playa’ and use it as a model to write their own ☑ Can correctly pronounce key Spanish phonic sounds	Skills – Pupils will develop the ability to: ☑ Appreciate a painting by a Spanish painter ☑ Integrate new language into previously learnt language ☑ Apply grammatical knowledge to make sentences ☑ Memorise a poem	Oracy: Giving reasons to support views. Critically examining ideas & views expressed. SPaG: Using a Spanish dictionary and recognising there may be more than one entry for each word – exploring synonyms.	Art – learning about great artists throughout history

		Grammar and Structures – Pupils will understand and be able to use: ☐ Adjectival agreements using correct gender and number ☐ Imperative form of key verbs ☐ 3 rd person singular and plural of verbs in present tense		
Las Estaciones – Summer Term 1	Pupils will be successful if they: • Can say what the weather is like in different seasons • Can access new texts • Can correctly read aloud phrases from a poem • Can write short phrases using rhyming words • Can correctly pronounce key Spanish phonic sounds	Skills – Pupils will develop the ability to: • Estimate unknown words drawing on actions and contexts • Use a bilingual dictionary • Use empathy and imagination to understand other people’s experiences • Appreciate songs and poems to help with language learning Grammar and Structures – Pupils will understand and be able to: • Understand word classes – verbs, nouns, adjectives • Recognise patterns in simple language	Oracy: Poetry performance – clarity of pronunciation and pace of speaking. SPaG: Change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb).	Science and Geography – Rivers and the water cycle

Los Planetas – Summer Term 2	Pupils will be successful if they: ☐ Can produce complex sentences about the planets ☐ Can access new texts ☐ Can understand the different word classes ☐ Can correctly pronounce key Spanish phonic sounds	Skills – Pupils will develop the ability to: ☐ Manipulate language by changing one element in a sentence ☐ Recognise the conventions of word order ☐ Appreciate the origins of words ☐ Decipher the meaning of cognates and near cognates Grammar and Structures – Pupils will understand: ☐ When ‘es’ and ‘está’ should be used ☐ And be able to identify word classes – verbs, nouns, adjectives, adverbs, connectives ☐ And be able to use adjectival agreements with nouns	Oracy: Clarity of pronunciation. SPaG: change a range of single elements in sentences to create new sentences (e.g. change the noun or adjective or verb). Create complex sentences (with the support of a frame).	Science: The Solar System (Year 5)
<u>Year 6</u> Geographical features – Autumn Term 1	Pupils will be successful if they: ☐ Can produce a weather forecast using the immediate future ☐ Can use “está” and “es” correctly in the context of geographical features	Skills – Pupils will develop the ability to: ☐ Estimate meaning, based on prior knowledge ☐ Summarise key points ☐ Work in pairs and develop a dialogue with a partner which can be acted out and written	Oracy: Working with others to create a weather report – self assurance in speaking confidently.	Geography – identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world (NC)

	☑ Can pronounce correctly the identified phonic sounds ☑ Can use a bilingual dictionary and understand a longer text about geographical features.	☑ Use a simple bilingual dictionary Grammar and Structures – Pupils will understand and be able to use: ☑ The immediate future using “va a ..” ☑ Masculine/feminine nouns with great confidence ☑ Differences between “es” and “está” ☑ “Más” when differentiating between features	SPaG: Appreciate that Spanish words do not always have a direct equivalent in English. Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.	ICT – green screen production
Raúl en Sutton House: una casa Tudor - Autumn Term 2	Pupils will be successful if they: • Can access the story and are able to translate some sentences into English • Can describe a picture using the 3rd persons singular and plural in the pretérito tense • Can pronounce correctly the phonic sounds included in the Unit	Skills – Pupils will develop the ability to: • Use context and previous knowledge to estimate new words • Use a bilingual glossary and identify the word classes • Work with a partner and give peer feedback Grammar and Structures – Pupils will understand and will be able to use:	Oracy: Listening actively & responding appropriately. SPaG: Use subordinating connectives eg because.	History – The Tudors Power of Reading – non-chronological reports

		• 3rd person singular and plural of pretérito of a range of -AR and -ER verbs • 3rd person singular and plural of the verb 'decir' • 'Había' as the past (imperfect tense) of 'hay'		
En el café (in the café) – Spring Term 1	Pupils will be successful if they: • Can create and perform a role play set in a café • Can follow the recipe for a milk shake • Can discuss what they ate and drank in the past using the pretérito • Can pronounce correctly the phonic sounds included in the Unit	Skills – Pupils will develop the ability to: • Use context and previous knowledge to estimate new words • Use knowledge of words, text and structures to build simple spoken and written passages • Apply phonic knowledge to support reading and writing • Work with a partner Grammar and Structures – Pupils will understand and will be able to use: • 1st and 2nd person singular of pretérito of 'comer', 'beber' • Connectives to manipulate language and produce more complex sentences	Oracy: Role play: Structure & organisation of talk. Guiding or managing interactions. Turn-taking. SPaG: Use correct articles for singular and plural.	

Un periódico (a newspaper) – Spring Term 2	Pupils will be successful if they: ☑ Can produce, with a group, pages of a newspaper showing elements of the language they have learnt at primary school. ☑ Can pronounce correctly the phonic sounds included in the Unit	Skills – Pupils will develop the ability to: ☑ Discuss and reflect on language learning ☑ Use context and previous knowledge to estimate new words ☑ Use language known in one context in another context ☑ Devise questions for authentic use ☑ Work in a group Grammar and Structures – Pupils will understand and will be able to use: ☑ Adverbs to qualify adjectives ☑ Connectives to manipulate language and produce more complex sentences	Oracy: Discuss and reflect on learning. Giving reasons to support views. Building on the views of others. SPaG: Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.	Power of Reading: 3rd person recounts – linked to current PoR core book
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