## Yerbury

## MFL Knowledge and Skills Curriculum Map

## 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

KS2 Listen Explore Engage in Speak in Develop Present Read carefully Appreciate Write Describe Broaden attentively to the ideas and and show stories, their people, conversations; sentences, accurate phrases ask and answer information understanding vocabulary from spoken patterns using pronunciation songs, places, language and and questions; familiar and intonation orally to a of words. poems and and develop memory, things show sounds of vocabulary, so that others range of phrases and rhymes in their ability and adapt and express understand understanding opinions and phrases and audiences simple writing the to these to actions language by joining in through respond to basic when they are understand create new orally language and responding songs those of language reading aloud new words sentences, and in and others; seek structures or using that are to express writing rhymes clarification familiar words introduced ideas and link and help and phrases into familiar clearly the written spelling, material, sound including and through meaning using a of words dictionary

			Ye	ar 3			
Year 3 Progression	Term Autumn			S	pring	Sumr	ner
Points:	Half term coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Phonetics 1					
Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units		Yo Aprendo Espanol (I'm Learning Spanish) (E)	Los Animales (Animals) (E)	Los Instrumentos (Musical Instruments) (E)	La Fruta (Fruit) (E)	Los Helados Ice- Creams (E)	Caperucita Roja (Little Red Riding Hood) (E)
taught.  Communicate with others using simple words and short phrases covered in the units.  Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.  Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. Start to understand the	Key Knowledge	Identify Spain on a map of the world.  Highlight famous Spanish cities.  Talk about other countries where Spanish is spoken.  Say their name and how they are feeling in Spanish.  Count to ten in Spanish	Remember all the language from unit 1  Be introduced to ten animals in Spanish  Match all the new Spanish words to the appropriate picture  Remember the words for at least five animals in Spanish unaided  Attempt to spell at least three animals correctly in	Name ten instruments in Spanish.  Match all the new Spanish words to the appropriate picture.  Remember the words for at least five instruments and their correct gender in Spanish, unaided.  To say that they play an instrument, of their choice correctly in Spanish.	Name and recognise up to 10 fruits in Spanish.  Attempt to spell some of these nouns.  Ask somebody in Spanish if they like a particular fruit.  Say what fruits they like and dislike.	Name and recognise up to 10 different flavours for ice creams.  Ask for an ice-cream in Spanish using 'quisiera'.  Say what flavour they would like.  Say whether they would like their ice-cream in a cone or a small pot/tub.	Sit and listen attentively to a familiar fairy tale in Spanish.  Use picture and word cards to recognise and retain key vocabulary from the story.  Name and spell at least three parts of the body in Spanish as seen in the story.
concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I	Key Skills & Activities	Speaking: Say colours and numbers 1-10. Role play on saying how you are and what your name is.	Spanish  Speaking: Activities in lessons 1-5. Be able to say "I am" plus an animal in foreign	Speaking: Activities in lessons 1-5. Be able to say "I play" plus an instrument in	Speaking: Activities in lessons 1- 5. Name 10 fruits and say "I like" and I don't like" plus a fruit by end of unit.	Speaking: Activities in lessons 1- 5. Name 10 different flavours for ice creams and say "I would like" and say	Speaking: Activities in lessons 1-5. Say words / parts of the story or retell the story

like' 'I play' 'I am called		Listening: Listen to model role-plays and infer meaning. Numbers listening exercise.  Reading: Match colours to written form. Match written form of numbers to digits.  Writing: Activities lessons 1- 5. Create name labels. Worksheets in lesson 5.	language by end of unit.  Listening: Activities in lessons 1-5. Match sound to animal picture / word / phrase. Activities in lessons 1-5.  Reading: Match word to animal picture / word / phrase in English.  Writing: Activities in lessons 1-5. Differentiated worksheets in lesson 5.	foreign language by end of unit.  Listening: Activities in lessons 1-5. Match sound to instrument sound / picture / word / phrase.  Reading: Activities in lessons 1-5. Match word to instrument picture / word / phrase in English.  Writing: Activities in lessons 1-5. Differentiated worksheets in lesson 5.	Listening: Activities in lessons 1- 5. Match sound to picture / word / phrase. Understanding slightly longer text.  Reading: Activities in lessons 1- 5. Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5.  Writing: Activities in lessons 1- 5. Differentiated worksheets in all lessons.	whether they would like a cone or tub by end of unit.  Listening: Activities in lessons 1-5. Match sound to ice-cream flavour sound / picture / word / phrase.  Reading: Activities in lessons 1-5. Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5.  Writing: Activities in lessons 1-5. Differentiated worksheets in all	in the target language.  Listening: Listen to story in lessons 1-3 and understand meaning. Match what they hear to pictures.  Reading: Read the story and understand meaning. Match picture, word and phrase cards.  Writing: Activities in lessons 1-5. Differentiated worksheets in lesson 5 including
	Grammar & Structures	High frequency verbs 1st Person	Introduction of gender via the indefinite article and first person singular of the verb 'to be'.	Definite article / quantitative article. First person singular of verb 'to play' (an instrument)	Indefinite article with fruits. How to articulate a simple opinion. "I like" and "I don't like" plus the fruit in plural form.	Nouns, gender & high frequency verb. Starting to understand better that nouns in Spanish are either masculine or feminine and that there are different words for 'a/an' in Spanish depending on the gender of the noun.  Becoming more familiar with the high frequency verb conjugation quisiera.	Definite articles with parts of the body (lessons 4-5).

Pronuncia Focus	the phonemes: <b>CH</b> , <b>J</b> , <b>N</b> , <b>LL</b> , <b>RR</b>	The phonemes: CH, J, Ñ, LL, RR	The phonemes: <b>CH</b> , <b>J</b> , <b>Ñ</b> , <b>LL</b> , <b>RR</b>	The phonemes: CH, J, Ñ, LL, RR	The phonemes: CH, J, Ñ, LL, RR	The phonemes: CH, J, Ñ, LL, RR
	Placement. Words that end in a consonant (apart	J sound in oveja, pájaro & conejo	RR sound in guitarra	J sound in naranja Stress Placement.	CH sound in chocolate, pistachio & cucurucho	J sound in rojas & orejas
	from 'n' or 's' should be stressed	LL sound in caballo	Stress Placement. For words that end	Words that end in a	LL sound in vainilla	<b>LL</b> sound in <b>rodillas</b>
	on the last syllable	Stress Placement.	in a vowel or 'n'	vowel or 'n' and 's'	RR sound in tarrina	Silent letters. 'H' is
	as in a-zul. For words that end in a	For words that end in a vowel or 'n'	and 's' it is normally the	are normally stressed on the second to last	Stress Placement	always a silent letter in Spanish
	vowel or 'n' and 's'	and 's' it is	second to last	syllable like <b>pe-ra, ce</b> -	Words that end in a	(unless the word is
	it is normally the second to last	normally the second to last	syllable like trom- pe-ta and gui-ta-	re-za, ci-rue-la and al- ba-ri-co-que.	consonant (apart from 'n' or 's') should	of foreign origin). <b>Hombro</b> is
	syllable like na-ran- ja.	syllable like co-ne- jo and ca-na-rio.	rra.	Accents.	be stressed on the last syllable as in	pronounced ombro.
	ja.	Jo and ca-na-no.	Accents.	Accents can only be	<b>fa-vor</b> . For words that	
	Accents Accents can only	Accents. Accents can only	Accents can only be written over	written over vowels in Spanish and indicate	end in a vowel or 'n' and 's', it is normally	Stress Placement. Words that end in
	be written over	be written over	vowels in Spanish	the vowel is stressed	the second to last	a consonant (apart
	vowels in Spanish and indicate the	vowels in Spanish and indicate the	and indicate the vowel is stressed –	<ul><li>regardless of the other rules!</li></ul>	syllable like <b>bo-las</b> and <b>gra-cias</b> .	from ' <b>n'</b> or 's') should be stressed
	vowel is stressed – regardless of the	vowel is stressed – regardless of the	regardless of the other rules!	As seen in <b>plá-ta-no</b> and <b>me-lo-co-tón</b> .	Accents.	on the last syllable as in <b>na-riz</b> . For
	other rules! As	other rules!	As seen in cím-ba-	and me to co tom	Accents can only be	words that end in a
	seen in có-mo.	Therefore, the stress falls on the	los, trián-gu-lo & ba-te-rí-a.		written over vowels in Spanish and	vowel or ' <b>n'</b> and ' <b>s'</b> it is normally
	Ñ tilde. This	syllable with the vowel.			indicate the vowel is	second to last syllable like a- <b>bue-</b>
	changes the 'n' to a 'ny' sound like in	As seen in le-ón,			stressed – regardless of the other rules!	la.
	the English word onion.	pá-ja-ro and ra- tón.			Therefore, the stress falls on the syllable	Accents.
					with the vowel. As	Accents can only
					seen in <b>plá-ta-no</b> .	be written over vowels in Spanish
						and indicate the vowel is stressed –
						regardless of the
						other rules! As seen in dí-a.

				Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in niña.
Cross Curricular Learning	Geography of Spanish speaking countries.			

			Year 4				
Year 4 Progression	Term	Autu	ımn	Spi	ring	Summer	
Points:	Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	coverage						
Learn to listen to longer	Topic	Phonetics 2 + (1)		Ricitos De Oro y	Mi Clase	Tienes una	Habitats (I)
passages and understand			La Familia	Los Tres Osos	(In the Classroom)	Mascota?	
more of what we hear by		Me Presento	(The Family) (I)	(Goldilocks & The	(I)	(Do You Have a	
picking out key words and		(Presenting Myself)		Three Bears) (I)		Pet) (I)	
phrases covered in		(I)					
current and previous	Key Knowledge	Count to 20 in	Say the nouns in	Not only sit and	Say whether they	Repeat, recognise	Tell somebody in
units.		Spanish.	Spanish for	listen attentively to	live in a house or	and attempt to	Spanish the key
			members of their	the story but to	an apartment and	spell the eight	elements animals
Communicate with others		Say their name and	family.	recognise,	say where it is.	nouns (including	and plants need to
with improved confidence		age in Spanish.		understand and		the correct article	survive in their
and accuracy. Learn to			Tell somebody in	remember more of	Repeat, recognise	for each) for pets in	habitat.
ask and answer questions		Say hello and	Spanish the	the new language.	and attempt to	Spanish.	
based on the language		goodbye and then ask	members and age		spell up to ten		Tell somebody in
covered in the units and		how somebody is	of a fictitious,	Increase their	nouns (including	Tell somebody in	Spanish examples
incorporate a negative		feeling and answer in	historical or	memory potential	the correct article	Spanish if they have	of the most
reply if and when		return how they are	television family as	in Spanish by using	for each) for the	or do not have a	common habitats
required.		feeling.	a model to present	picture cards, word	rooms of the house	pet.	for plants and
			and practise family	cards and phrase	in Spanish.		animals and give a
Read aloud short pieces		Tell you where they	vocabulary.	cards in Spanish.		Ask somebody else	named example of
of text applying		live in Spanish.			Tell somebody in	in Spanish if they	these habitats.
knowledge learnt from					Spanish what	have a pet.	

'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.  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.  Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or		Tell you if they are Spanish or English, introducing concept of gender and agreement.	Continue to count, reaching 100, to enable students to say the age of various family members.  Understand the concept of mi and mis in Spanish.	Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases.  Attempt to spell in Spanish.	rooms they have or do not have in their home. Ask somebody else in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).	Tell somebody in Spanish the name of their pet.  Attempt to create a longer phrase using the connectives Y ("and") or PERO ("but")	Tell somebody in Spanish which animals live in these different habitats.  Tell somebody in Spanish which plants live in these different habitats.
'some'). Introduce simple adjectival agreement (EG:	Key Skills & Activities	Speaking:	Speaking:	Speaking:	Speaking:	Speaking:	Speaking:
adjectival agreement		Activities in lessons 1-	Activities in lessons	Activities in lessons	Activities in lessons	Activities in lessons	Activities in lessons
when describing		5. Perform role play	1-5. Present orally	1-5. Say words /	1-5. 'What I have /	1-5. Oral class	1-5. Present orally
nationality), the negative		with name, age,	on your / a family in	parts of the story to	don't have' in my	survey / interview	on an animal and
form and possessive		where they live and	lesson 5.	retell the story in	pencil case in	on pets in lesson 5.	its habitat in lesson
adjectives. EG: 'In my		nationality in lesson		the target	lesson 5.		5 (framework
pencil case I have' or 'In		5.	Listening:	language.		Listening:	provided).
my pencil case I do not			Activities in lessons		Listening:	Activities in lessons	
have'		Listening:	1-5. Match sounds	Listening:	Activities in lessons	1-5. Match sound	Listening:
		Activities in lessons 1-	to picture / word /	Activities in lessons	1-5. Matching	to picture / word /	Activities in lessons
		5. Match sound to	phrase.	1-5. Match sound	sound to picture /	phrase throughout	1-5. Match sound
		picture / word /	Dar dia a	to picture / word /	word / phrase in	whole unit.	to picture / word /
		phrase. Numbers 1-20	Reading:	phrase throughout	lessons 3-4.	Donalina.	phrase.
		listening exercise in lesson 3.	Activities in lessons 1-5. Longer reading	the unit.	Reading:	Reading: Activities in lessons	Reading:
		1E35UII 3.	task in lesson 5.	Reading:	Activities in lessons	1-5. Match words	Activities in lessons
			task III IESSUII J.	Activities in lessons	1-5. Match word to	to picture / sound /	1-5. Match word to
		Reading.					
		Reading: Activities in lessons 1-	Writing:			•	
		Activities in lessons 1-5.	Writing: Activities in lessons	1-5. Match picture, word and phrase	picture / sound / phrase.	phrase. Create pet ID card in lesson 5.	picture / sound / phrase. Activities in

	Read role-plays and understand the content.  Writing: Activities in lessons 1-5. Lesson 5 contains differentiated numbers worksheets and ID card. Extended written opportunity week 5.	contains a written presentation based on a / your family. Extended written opportunity week 5.	reordering worksheet in lessons 4-5 .  Writing: Create story minibook in lesson 4-5 using picture, word and phrase cards.	Writing: Various tasks in lessons 1-5. 'I have / I don't have' worksheets in lesson 3. Extended written opportunity week 4.	Writing: Various written tasks in lessons 1-5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4. Extended written opportunity week 5.	Writing: Written presentations on an animal and its habitat in lesson 5 (framework provided).
Grammar & Structures	Nationalities and adjectival agreement based on gender.	Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called'	N/A	Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have'	Gender and changing an indefinite article to a definite article. Worksheet in lesson 3.	Introduction to the verbs 'to live' and 'to grow' .
Pronunciation	The phonemes: CA CE	The phonemes: CA	The phonemes: CA	The phonemes: GA	The phonemes: <b>GA</b>	The phonemes: <b>GA</b>
Focus	CI CO CU	CE CI CO CU	CE CI CO CU	GE GI GO GU	GE GI GO GU	GE GI GO GU
	CA sound in catorce	CA sound in única	CA sound in cama & casa	GA sound in garaje	GA sound in gato & tortuga	GA sound in algas GI sound in rifugio
	CE sound in once, doce, trece etc	CI sound in cien	<b>CE</b> sound in <b>dulce</b>	Stress Placement. Words that end in a	CO second in second	CH saved in save
	doce, trece etc	<b>CO</b> sound in <b>único</b>	CE Sound in duice	consonant (apart	GO sound in gorra & abrigo	GU sound in agua
	CI sound in cinco,		CI sound Ricitos	from 'n' or 's'	G 0.0.1.80	Stress Placement.
	cincuenta & cien.	<b>CU</b> sound in		should be stressed	Stress Placement.	Words that end in a
		cuarenta, cincuenta	Stress Placement.	on the last syllable.	Words that end in a	consonant (apart
	CO sound in cómo	Stress Placement.	Words that end in a consonant (apart	For words that end in a vowel or 'n'	consonant (apart from 'n' or 's'	from 'n' or 's' should be stressed
	CU sound in cuatro &	Words that end in a	from 'n' or 's'	and 's' it is normally	should be stressed	on the last syllable
	cuántos	consonant (apart	should be stressed	the second to last	on the last syllable.	in words like <b>tro-pi</b> -
		from ' <b>n'</b> or 's'	on the last syllable.	syllable like ciu-	For words that end	cal and po-lar. For
	Stress Placement.	should be stressed	For words that end	dad, la-va-de-ro	in a vowel or 'n'	words that end in a
	Words that end in a	on the last syllable	in a vowel or 'n'	and ga-ra-je.	and 's' it is normally	vowel or 'n' and 's'
	consonant (apart	as in the word. For	and 's' it is normally	Accounts	the second to last	it is normally the
	from ' <b>n'</b> or ' <b>s'</b> should	words that end in a	the second to last	Accents.	syllable like co- <b>to-</b>	second to last

last wo vov is n sec like vei  Acc Acc wri in S ind stra of t see  Ñ t Thi to a esp	rstressed on the st syllable. For ords that end in a wel or 'n' and 's' it normally the cond to last syllable e in-gle-sa and in-te.  rcents. rcents can only be ritten over vowels Spanish and dicate the vowel is ressed – regardless the other rules! As en in dó-nde  tilde. is changes the 'n' a 'ny' sound as in pañol & española.	vowel or 'n' and 's' it is normally the second to last syllable like herman-o, her-man-a (remembering silent 'h' in Spanish unless a foreign origin word).  Accents Accents can only be written over vowels in Spanish and indicate the vowel is stressed — regardless of the other rules! As seen in tí-o and ú-ni-ca.	syllable like sa-la-do and Ri-ci-tos.  Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ta-zón  Ñ tilde. This changes the 'n' to a 'ny' sound as in pequeño & española	Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón.  Ñ tilde This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña.	rra, tor-tu-ga and pe-rro.  Accents Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.	syllable like de-sier- to, ar-bus-tos and plan-tas.  Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ár-bo-les and há- bi-tats.  Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word o
ross Curricular earning						Habitats Geography Topic

			Year 5				
Year 5 End Points:	Term	Autumn		Spring		Sun	nmer
	Half term coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen more attentively	Topic	Phonetics 1, 2 & 3	Que Fecha Es Hoy?	Que Tiempo Hace?	La Ropa (Clothes)	Desayuno En El	Los Planetas
and for longer.		(C)	(What Is The	(The Weather) (I)	(I)	Café	Planets (P)
Understand more of what			Date?) (I)			(At The Cafe) (I)	
we hear even when some		Mi Casa (My Home)					
of the language may be		<b>(I)</b>					
unfamiliar by using the	Key Knowledge	Say whether they	Repeat and	Repeat and	Repeat and	Order from a	Name and
decoding skills we have		live in a house or an	recognise the	recognise the	recognise the	selection of foods	recognise the
developed.		apartment and say	months of the year	vocabulary for	vocabulary for a	from a Spanish	planets in Spanish
		where it is.	in Spanish.	weather in Spanish.	variety of clothes in	menu.	on a solar system
Communicate on a wider			Ask when		Spanish.	Order from a	map.
range of topics and		Repeat, recognise	somebody has a	Ask what the		selection of drinks	
themes. Remember and		and attempt to spell	birthday and say	weather is like	Use the appropriate	from a Spanish	Spell at least five o
recall a range of		up to ten nouns	when they have	today.	genders and articles	menu.	the planets in
vocabulary with increased		(including the	their birthday.		for these clothes.	Order a Spanish	Spanish.
knowledge, confidence		correct article for	Say the date in	Say what the		breakfast.	
and spontaneity.		each) for the rooms	Spanish.	weather is like	Use the verb		Say an interesting
		of the house in		today.	LLEVAR in Spanish	Order typical	fact about at least
Understand longer		Spanish.	Create a Spanish		with increasing	Spanish snacks.	four of the planets
passages in the foreign			calendar.	Create a Spanish	confidence.		in Spanish.
language and start to		Tell somebody in		weather map.		Ask for the bill.	
decode meaning of		Spanish what rooms	Recognise key		Say what they wear		Explain the rules of
unknown words using		they have or do not	dates in the	Describe the	in different	Remember how to	adjectival
cognates and context.		have in their home.	Spanish calendar.	weather in	weather/situations.	say hello, goodbye,	agreement clearly
Increase our knowledge				different regions of		please and thank	in Spanish.
of phonemes and letter		Ask somebody else		Spain using a	Describe clothes in	you.	
strings using knowledge		in Spanish what		weather map with	terms of their		
learnt from 'Phonics		rooms they have or		symbols.	colour and apply		
Lessons 1 to 3'.		do not have in their			adjectival		
Marita a managarah maina		home.			agreement.		
Write a paragraph using							
familiar language		Attempt to create a			Use the possessives		
incorporating		longer spoken or			with increased		
connectives/conjunctions,		written passage in			accuracy.		
a negative response and		Spanish recycling					
adjectival agreement		previously learnt					
where required. Learn to		language					
manipulate the language		(incorporating			1	1	

	1	1	I	T	1	1	T
and be able to substitute		personal details					
words for suitable		such as their name					
alternatives. EG: My		and age).					
name, my age, where I	Key Skills &						
live, a pet I have, a pet I	Activities	Speaking:	Speaking:	Speaking:	Speaking:	Speaking:	Speaking:
don't have and my pet's		Activities in lessons	Various activities in	Various activities in	Activities in lessons	Activities in lessons	Activities in lessons
name.		1-5. Say where you	lessons 1-5. Say	lessons 1-5. Ask	1-5. Say what you	1-5. Café role play	1-5. Oral
		live and name the	months of the year.	and answer what	wear in different	in lesson 5.	presentation on a
Revision of gender and		rooms in your	Say when your	the weather is like	situations in lesson		planet/s.
nouns and learn to use		house that you have	birthday is in target	today in target	3.	Listening:	
and recognise the		and do not have.	language. Birthday	language. Present		Activities in lessons	Listening:
terminology of articles			survey in lessons 4-	as a weather		1-5. Match sound	Various activities in
(EG: definite, indefinite		Listening:	5.	forecaster in lesson		to picture / word /	lessons 1-5.
and partitive).		Activities in lessons	Listening:	5.	Listening:	phrase.	Extended listening
Understand better the		1-5. Challenging	Activities in lessons		Activities in lessons		task in lesson 3.
rules of adjectival		listening exercises	1-5. Months	Listening:	1-5. Challenging	Reading:	
agreement and		in lessons 4 and 5.	listening exercise in	Activities in lessons	clothes and days of	Activities in lessons	Reading:
possessive adjectives.			lesson 2.	1-5. Challenging	the week listening	1-5. Match word to	Activities in lessons
Start to explore full verb		Reading:		weather listening	exercise in lesson 5.	picture / sound /	1-5. Extended
conjugation (EG: 'I		Various activities in	Reading:	exercise in lesson 3.		phrase.	reading task in
wear', 'he/she wears'		lessons 1-5.	Activities in lessons		Reading:		lesson 3.
and also be able to		Differentiated	1-5. Birthday	Reading:	Various activities in	Writing:	Writing:
describe clothes in terms		worksheets in all	reading exercise in	Various activities in	lessons 1-5.	Activities in lessons	
of colour EG: 'My blue		lessons. Longer	lesson 5.	lessons 1-5.	Differentiated	1-5. Simple	Activities in lessons
coat'.		reading texts.		Weather reading	reading worksheets	worksheet in lesson	1-5. Create written
			Writing:	exercise in lesson 3.	in lesson 5.	3. Create a menu	piece on a planet/s
		Writing:	Various tasks in			with prices in	in lesson 3.
		Activities in lessons	lessons 1-5.	Writing:	Writing:	lesson 5.	
		1-5. Longer written	Birthday diary	Create weather	Various simple tasks		
		email task and	worksheet in lesson	map and written	in lessons 1-5.		
		authentic reading	5. Extended written	weather report in	Clothes for different		
		task week 5.	opportunity	lesson 5. Extended	occasions exercise		
			, ,	written	in lesson 3.		
				opportunity.	Extended written		
				.,,	opportunity week 5.		
	Grammar &	First person singular	N/A	N/A	Verb 'to wear' in full	1st person singular	Rules of adjectival
	Structures	of the verb "to live"	,	,	(present tense) with	'I would like / have'	agreement with
		and "to have". Full			consolidation	when ordering	planets and
		use of the negative			activities also.	food and drink.	particularly colours
		"I do not have".			3.00.		in lessons 4 and 5.

Pronunciation	The phonemes: GA	The phonemes: GA	The phonemes: GA	The phonemes: GA	The phonemes: CA	The phonemes: B V
Focus	GE GI GO GU	GE GI GO GU	GE GI GO GU	GE GI GO GU	CE CI CO CU	CC QU Z
	GA sound in garaje	GO sound in domingo & Agosto	Ñ tilde This changes the ' <b>n'</b>	GA sound in gafas GO sound in gorra	CA sound in café & caliente	B sound in bastante
	Stress Placement		to a ' <b>ny'</b> sound like	& abrigo		
	Words that end in a	Stress Placement.	in the English word	Ŭ	<b>CE</b> sound in	V sound in Venus,
	consonant (apart	Words that end in a	onion. It is another	<b>GU</b> sound in	cereales but	verde & viento
	from 'n' or 's'	consonant (apart	letter in Spanish	guantes	CHE sound in leche	
	should be stressed	from 'n' or 's'	not just another			<b>Z</b> sound in <b>azul</b>
	on the last syllable.	should be stressed	phoneme as in	Stress Placement	CO sound in	
	For words that end	on the last syllable	España.	Words that end in a	bizoccho but CHO	<b>QU</b> sound in
	in a vowel or 'n' and	as in the word <b>a-</b>	Lopalia.	consonant (apart	sound in chocolate	pequeño
	's' it is normally the	<b>bril</b> . For words that	Accents	from 'n' or 's'		-
	second to last	end in a vowel or	Accents can be	should be stressed	CU sound in cuenta	Stress Placement.
	syllable like ciu-dad,	'n' and 's' it is	placed on some	on the last syllable.	but <b>CHU</b> sound in	Words that end in a
	la-va-de-ro and ga-	normally the	words like <b>qué</b> to	For words that end	churros	consonant (apart
	ra-je.	second to last	indicate a question	in a vowel or 'n' and		from 'n' or 's'
		syllable like <b>sep-</b>	word.	's' it is normally the	Stress Placement	should be stressed
	Accents	tiem-bre, ju-lio,	word.	second to last	Words that end in a	on the last syllable
	Accents can only be	vein-tiu-no and		syllable like guan-	consonant (apart	like <b>a-zul</b> . For
	written over vowels	trein-ta.		tes, a-bri-go, blu-sa,	from 'n' or 's'	words that end in a
	in Spanish and			san-da-lias and cha-	should be stressed	vowel or 'n' and 's'
	indicate the vowel	Accents		que-ta.	on the last syllable	it is normally the
	is stressed –	Accents can only be			as in <b>fa-vor</b> . For	second to last
	regardless of the	written over vowels		Accents	words that end in a	syllable like <b>Mer-</b>
	other rules! As seen	in Spanish and		Accents can only be	vowel or 'n' and 's'	cu-rio
	in sa-lón.	indicate the vowel		written over vowels	it is normally the	
		is stressed –		in Spanish and	second to last	Accents
	Ñ tilde	regardless of the		indicate the vowel	syllable like <b>ta-pas</b> ,	Accents can only be
	This changes the 'n'	other rules! As seen		is stressed –	chu-rros, cuen-ta	written over vowels
	to a 'ny' sound like	in <b>sá-ba-do</b> and		regardless of the	and <b>li-mo-na-da</b> .	in Spanish and
	in the English word	miér-co-les.		other rules! As seen		indicate the vowel
	onion. It is another	_		in <b>lle-váis</b> .	Accents	is stressed –
	letter not just	Ñ tilde.		_	Accents can only be	regardless of the
	another phoneme	This changes the 'n'		Ñ tilde.	written over	other rules! As seen
	as in <b>baño</b> and	to a ' <b>ny'</b> sound like		This changes the 'n'	vowels in Spanish	in <b>Jú-pi-ter.</b>
	montaña.	in the English word		to a ' <b>ny'</b> sound like	and indicate the	~
		onion. It is another		in the English word	vowel is stressed –	Ñ tilde
		letter in Spanish		onion. It is another	regardless of the	

	not just another phoneme as in cumpleaños.  Silent Letters. 'H' is always silent in Spanish as in the word	letter in Spanish not just another phoneme as in baño.	other rules! As seen in <b>sánd-wich.</b>	This changes the 'n' to a 'ny' sound like in pequeño
Cross Curricular				Space Science Topic
Learning				

Year 6								
Year 6 End Points:	Term	Autumn		Spring		Summer		
Listen to longer text and	Half term coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
more authentic foreign	Topic	Phonetics 1-4 (C)	La Segunda Guerra	Los Verbos	El Fin de Semana	La Comida Sana	Yo En El Mundo	
language material. Learn			Mundial	Regulares	(The Weekend) (P)	(Healthy Lifestyle)	(Me in the World)	
to pick out cognates and		En El Colegio	(WW2) (P)	(Regular Verbs) (P)		(P)	(P)	
familiar words and learn		(At School) (P)						
to 'gist listen' even when								
hearing language that has								
not been taught or	Key Knowledge	Repeat and	Group/order	Recognise and	Ask what the time	Name and	About the many	
covered.		recognise the	unknown	understand what a	is in Spanish.	recognise ten foods	countries in the	
		vocabulary for	vocabulary to help	pronoun is in both		and drinks that are	world that speak	
Learn to recall previously		school subjects.	decode texts in	English and Spanish	Tell the time	considered good	Spanish.	
learnt language and			Spanish	and be able to say	accurately in	for your health.		
recycle / incorporate it		Say what subjects		what the key	Spanish.		About different	
with new language with		they like and dislike	Improve their	personal pronouns		Name and	festivals (religious	
increased speed and		at school.	listening and	are in Spanish.	Learn how to say	recognise ten foods	and non-religious)	
spontaneity. Engage in			reading skills		what they do at the	and drinks that are	around the world.	
short conversations on		Say why they like/		Understand what a	weekend in	not considered	_, .	
familiar topics,		dislike certain	Name the countries	verb is in both	Spanish.	good for your	That we are	
responding with opinions		school subjects.	and languages	English and Spanish		health.	different and yet all	
and justifications where		- " '	involved in WW2	and how to then	Learn to integrate		the same.	
appropriate.		Tell the time (on		create a stem and	connectives into	Say what activities		
		the hour) in	Say what the	work out the	their work.	they do to keep in	That we can all help	
Be able to tackle		Spanish.	differences were in	endings for regular	Dunnant on one cont	shape during the	to protect our	
unknown language with			city and country life	–ER, -IR and -AR	Present an account	week.	planet.	
increased accuracy by			during the war	verbs.	of what they do			

a mark distriction and a state		C	1	Carata and the		Carrier and and and are	
applying knowledge		Say what time they	Learn to integrate	Conjugate in	and at what time at	Say in general what	
learnt from 'Phonics		study certain	all their new and	Spanish a regular –	the weekend.	they do to keep a	
Lessons 1 to 4' including		subjects at school.	previous language	ER verb.		healthy lifestyle.	
awareness of accents,			writing a letter				
silent letters etc. Decode			home as an	Conjugate in		Learn to make a	
unknown language using			evacuee living in	Spanish a regular –		healthy recipe in	
bilingual dictionaries.			the countryside	IR verb.		Spanish.	
White a piece of tout using				Canimata in			
Write a piece of text using				Conjugate in			
language from a variety				Spanish a regular –			
of units covered and learn				AR verb.			
to adapt any models	Key Skills &	Speaking:	Speaking:	Speaking:	Speaking:	Speaking:	Speaking:
provided to show solid	Activities	Activities in lessons	Activities in lessons	Activities in lessons	Activities in lessons	Activities in lessons	Activities in lessons
understanding of any		1-5. School survey	1-5. Present orally	1-5.	1-5. Present orally	1-5. Healthy	1-5. Activities
grammar covered. Also		in lesson 2. Present	on life as an		on what they do at	lifestyle diary in	encouraging the
start to incorporate		orally on school	evacuee in lesson 5.	Listening:	the weekend using	lesson 4 to	children to say
conjugated verbs and		subjects and		Activities in lessons	connectives and	facilitate oral	what they are
learn to be comfortable		opinions in lesson 5.	Listening:	1-5.	time in lesson 5.	presentation on	called, where they
using			Activities in lesson			healthy lifestyles in	live, where they are
connectives/conjunctions,		Listening:	1-5. Extended	Reading:		lesson 5.	from and what
adjectives and possessive		Activities in lessons	listening task in	Activities in lessons	Listening:		their favourite feast
adjectives. EG: A		1-5. Extended	lesson 4.	1-5.	Activities in lessons		day is. Plus what
presentation or		listening exercise on			1-5. Listening	Listening:	they do to protect
description of a typical		school subjects,	Reading:	Writing:	exercise on	Variety of activities	the environment.
school day including		times and opinions	Activities in lessons	Activities in lessons	weekend activities	in lessons 1-5.	
subjects, time and		in lesson 4.	1-5. Story	1-5.	in lesson 3.	Extended listening	
opinions.			reordering task in	Create a regular		task in lesson 4.	Listening:
		Reading:	lesson 3.	verb booklet in	Reading:		Activities in lessons
Consolidate our		Activities in lessons		lessons 5 & 6.	Various activities in	Reading:	1-5. Plenty of
understanding of gender		1-5. Match words to	Writing:		lessons 1-5.	Activities in lessons	longer, more
and nouns, use of the		picture / sounds /	Activities in lessons		Reading exercise in	1-5. Extended	complex listening
negative, adjectival		phrases throughout	1-5. Write a letter		lesson 3.	reading task in	tasks.
agreement and		the unit. Activities	home on life as an			lesson 4.	
possessive adjectives (EG:		in lessons 1-5.	evacuee in the		Writing:		Reading:
which subjects I like at			target language in		Activities in lessons	Writing:	Activities in lessons
school and also which		Writing:	lesson 5.		1-5. Written	Various activities in	1-5. Differentiated
subjects I do not like).		Written			presentations on	lessons 1-5. Various	worksheets in all
Become familiar with a		presentations on			what they do at the	worksheets	lessons. Plenty of
wider range of		school subjects and			weekend using	including written	extended reading
connectives/conjunctions		opinions in lesson 5.			cencing doing		tasks.
connectives, conjunctions	l	Opinions in 1633011 5.	l .		l .		tusits.

and more confident with		Opportunity to			connectives and	diary exercise in	
full verb		write an email			time in lesson 5.	lesson 6.	Writing:
conjugation - both regular		about what you like			time in lesson si	1033011 01	Activities in lessons
and irregular. EG: 'to go',		and do not like at					1-5. Differentiated
'to do', 'to have' and 'to		school lesson 5.					worksheets in all
be'.		301100110330113.					lessons. Most
SC.							lessons contain
							extended written
							task.
	Grammar &	Definite articles	Grouping target	Pronouns in lesson	Using connectives	Quantitative article	Recycling, revision
	Structures	with school	language nouns,	Creating verb	to create extended	"some" in lessons 2	and consolidation
		subjects. First	adjectives and	stem and look at	and more	and 3.	of first person
		person singular of	verbs in lesson 1.	endings in lesson 2.	sophisticated		singular of high
		the verb 'to study'.	Introduction to past	Regular verb	sentences in target		frequency verbs "I
		Verb 'to go' in full in	tense using 'I saw'	endings in lessons	language.		have", "I am", "I
		lesson 4.	in lesson 4.	3-5. Worksheets in	Formulating a		live", "I am
		Formulating		lessons 1-5.	range of opinions		called"
		opinions and			and justifications.		Introduction to
		justifications.					near future in
		Adjectival					lesson 5.
		agreement.					
	Pronunciation	The phonemes: <b>B V</b>	The phonemes: <b>B V</b>	Silent Letters. 'H' is	The phonemes: <b>B V</b>	The phonemes: <b>B V</b>	The phonemes: <b>B V</b>
	Focus	CC QU Z	CC QU Z	always silent in	CC QU Z	CC QU Z	CC QU Z
				Spanish as in the			
		B sound in aburrido	<b>B</b> sound in <b>besos</b>	word verb <b>hablar</b>	<b>B</b> sound in <b>aburrido</b>	<b>B</b> sound in <b>beber</b> ,	B sound in hablo &
		& <b>QU</b> sound in		(unless it is a word		bueno, blanco &	besos
		porque	<b>V</b> sound in <b>vivo</b> ,	of foreign origin). It	<b>V</b> sound in <b>voy</b> ,	bebo	
		Stress Placement	vida & divertida	is pronounced	veo, divertido &		V sound in salvar,
		Words that end in a		ablar.	levanto	<b>V</b> sound in	carnaval, Navidad,
		consonant (apart	<b>QU</b> sound in			vegetales & veo	vas & voy
		from 'n' or 's'	Checoslovaquia &	Accents. Accents	Stress Placement.		QU sound in qué
		should be stressed	queridos	can only be written	Words that end in a	Qu sound in que &	
		on the last syllable.	an	over vowels in	consonant (apart	mantequilla	Z sound in utilizar
		For words that end	Silent letters.	Spanish and	from 'n' or 's'	CA Discourse	Cile at letters
		in a vowel or 'n' and	'H' is always silent	indicate the vowel is stressed –	should be stressed	Stress Placement. Words that end in a	Silent letters.
		's' it is normally the second to last	in Spanish as in the word verb habla		on the last syllable		'H' is always silent
		second to last syllable like <b>in-te-</b>	(unless it is a word	regardless of the other rules! As	like <b>dor-mir</b> and <b>ge-</b> <b>nial</b> . For words that	consonant (apart from 'n' or 's'	in Spanish as in the word verb <b>hablo</b>
		re-san-te and di-	•	seen in <b>ha-bla-ís</b> .	end in a vowel or	should be stressed	(unless it is a word
		ver-ti-do.	of foreign origin). It is pronounced <b>abla</b> .	vi-vís and co-méis	'n' and 's' it is	on the last syllable	(uniess it is a word
		ver-u-uo.	is pronounced <b>abla</b> .	vi-vis and co-meis	ii aliu s ILIS	on the last syllable	

Cross Curricular	Accents Accents can only be written over vowels in Spanish and indicate the vowel is stressed — regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas.  Ñ tilde This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español.  Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola.	Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like a-grada-ble.  Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed — regardless of the other rules! As seen in tam-bién.  WW2 History Topic	normally the second to last syllable like le-vanto, di-ver-ti-do and a-bu-rri-do.  Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed — regardless of the other rules! As seen in in-cre-í-ble.  Silent letters. 'H' is always silent in Spanish as in the word verb horrible (unless it is a word of foreign origin). It is pronounced orrible.	as in sa-lud. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pa-ta-tas.  Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed — regardless of the other rules! As seen in na-ta-ción.  Ñ tilde. This changes the 'n' to a 'ny' sound like in añadir.	of foreign origin). It is pronounced ablo.  Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español.  Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pre-feri-da, fies-ta & colo-ri-da  Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed — regardless of the other rules! As seen in dí-a & in-glés
Learning				link to Science 'Animals including humans' unit .	