

Yerbury

MFL Knowledge and Skills Curriculum Map

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

Year 3							
Year 3 Progression Points:	Term	Autumn		Spring		Summer	
	Half term coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Phonetics 1	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)
<p>Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p> <p>Communicate with others using simple words and short phrases covered in the units.</p> <p>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.</p> <p>Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. 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</p>	Key Knowledge	<p>Identify Spain on a map of the world.</p> <p>Highlight famous Spanish cities.</p> <p>Talk about other countries where Spanish is spoken.</p> <p>Say their name and how they are feeling in Spanish.</p> <p>Count to ten in Spanish</p>	<p>Remember all the language from unit 1</p> <p>Be introduced to ten animals in Spanish</p> <p>Match all the new Spanish words to the appropriate picture</p> <p>Remember the words for at least five animals in Spanish unaided</p> <p>Attempt to spell at least three animals correctly in Spanish</p>	<p>Name ten instruments in Spanish.</p> <p>Match all the new Spanish words to the appropriate picture.</p> <p>Remember the words for at least five instruments and their correct gender in Spanish, unaided.</p> <p>To say that they play an instrument, of their choice correctly in Spanish.</p>	<p>Name and recognise up to 10 fruits in Spanish.</p> <p>Attempt to spell some of these nouns.</p> <p>Ask somebody in Spanish if they like a particular fruit.</p> <p>Say what fruits they like and dislike.</p>	<p>Name and recognise up to 10 different flavours for ice creams.</p> <p>Ask for an ice-cream in Spanish using 'quisiera'.</p> <p>Say what flavour they would like.</p> <p>Say whether they would like their ice-cream in a cone or a small pot/tub.</p>	<p>Sit and listen attentively to a familiar fairy tale in Spanish.</p> <p>Use picture and word cards to recognise and retain key vocabulary from the story.</p> <p>Name and spell at least three parts of the body in Spanish as seen in the story.</p>
	Key Skills & Activities	<p>Speaking: Say colours and numbers 1-10. Role play on saying how you are and what your name is.</p>	<p>Speaking: Activities in lessons 1-5. Be able to say "I am..." plus an animal in foreign</p>	<p>Speaking: Activities in lessons 1-5. Be able to say "I play..." plus an instrument in</p>	<p>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.</p>	<p>Speaking: Activities in lessons 1-5. Name 10 different flavours for ice creams and say "I would like..." and say</p>	<p>Speaking: Activities in lessons 1-5. Say words / parts of the story or retell the story</p>

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

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

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

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

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

		<p>be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-gle-sa and vein-te.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound as in español & española.</p>	<p>vowel or 'n' and 's' it is normally the second to last syllable like her-man-o, her-man-a (remembering silent 'h' in Spanish unless a foreign origin word).</p> <p>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.</p>	<p>syllable like sa-la-do and Ri-ci-tos.</p> <p>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</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound as in pequeño & española</p>	<p>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.</p> <p>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.</p>	<p>rra, tor-tu-ga and pe-rro.</p> <p>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.</p>	<p>syllable like de-sier-to, ar-bus-tos and plan-tas.</p> <p>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.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word o</p>
	Cross Curricular Learning						Habitats Geography Topic

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

<p>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.</p> <p>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').</p>		personal details such as their name and age).					
	Key Skills & Activities	<p>Speaking: Activities in lessons 1-5. Say where you live and name the rooms in your house that you have and do not have.</p> <p>Listening: Activities in lessons 1-5. Challenging listening exercises in lessons 4 and 5.</p> <p>Reading: Various activities in lessons 1-5. Differentiated worksheets in all lessons. Longer reading texts.</p> <p>Writing: Activities in lessons 1-5. Longer written email task and authentic reading task week 5.</p>	<p>Speaking: Various activities in lessons 1-5. Say months of the year. Say when your birthday is in target language. Birthday survey in lessons 4-5.</p> <p>Listening: Activities in lessons 1-5. Months listening exercise in lesson 2.</p> <p>Reading: Activities in lessons 1-5. Birthday reading exercise in lesson 5.</p> <p>Writing: Various tasks in lessons 1-5. Birthday diary worksheet in lesson 5. Extended written opportunity</p>	<p>Speaking: Various activities in lessons 1-5. Ask and answer what the weather is like today in target language. Present as a weather forecaster in lesson 5.</p> <p>Listening: Activities in lessons 1-5. Challenging weather listening exercise in lesson 3.</p> <p>Reading: Various activities in lessons 1-5. Weather reading exercise in lesson 3.</p> <p>Writing: Create weather map and written weather report in lesson 5. Extended written opportunity.</p>	<p>Speaking: Activities in lessons 1-5. Say what you wear in different situations in lesson 3.</p> <p>Listening: Activities in lessons 1-5. Challenging clothes and days of the week listening exercise in lesson 5.</p> <p>Reading: Various activities in lessons 1-5. Differentiated reading worksheets in lesson 5.</p> <p>Writing: Various simple tasks in lessons 1-5. Clothes for different occasions exercise in lesson 3. Extended written opportunity week 5.</p>	<p>Speaking: Activities in lessons 1-5. Café role play in lesson 5.</p> <p>Listening: Activities in lessons 1-5. Match sound to picture / word / phrase.</p> <p>Reading: Activities in lessons 1-5. Match word to picture / sound / phrase.</p> <p>Writing: Activities in lessons 1-5. Simple worksheet in lesson 3. Create a menu with prices in lesson 5.</p>	<p>Speaking: Activities in lessons 1-5. Oral presentation on a planet/s.</p> <p>Listening: Various activities in lessons 1-5. Extended listening task in lesson 3.</p> <p>Reading: Activities in lessons 1-5. Extended reading task in lesson 3.</p> <p>Writing: Activities in lessons 1-5. Create written piece on a planet/s in lesson 3.</p>
	Grammar & Structures	First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".	N/A	N/A	Verb 'to wear' in full (present tense) with consolidation activities also.	1st person singular 'I would like / have' when ordering food and drink.	Rules of adjectival agreement with planets and particularly colours in lessons 4 and 5.

	<p>Pronunciation Focus</p>	<p>The phonemes: GA GE GI GO GU</p> <p>GA sound in garaje</p> <p>Stress Placement Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je.</p> <p>Accents 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.</p> <p>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.</p>	<p>The phonemes: GA GE GI GO GU</p> <p>GO sound in domingo & Agosto</p> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta.</p> <p>Accents Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sá-ba-do and miér-co-les.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish</p>	<p>The phonemes: GA GE GI GO GU</p> <p>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 España.</p> <p>Accents Accents can be placed on some words like qué to indicate a question word.</p>	<p>The phonemes: GA GE GI GO GU</p> <p>GA sound in gafas GO sound in gorra & abrigo</p> <p>GU sound in guantes</p> <p>Stress Placement Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.</p> <p>Accents Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another</p>	<p>The phonemes: CA CE CI CO CU</p> <p>CA sound in café & caliente</p> <p>CE sound in cereales but CHE sound in leche</p> <p>CO sound in bizoccho but CHO sound in chocolate</p> <p>CU sound in cuenta but CHU sound in churros</p> <p>Stress Placement Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in fa-vor. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ta-pas, chu-rros, cuen-ta and li-mo-na-da.</p> <p>Accents Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the</p>	<p>The phonemes: B V CC QU Z</p> <p>B sound in bastante</p> <p>V sound in Venus, verde & viento</p> <p>Z sound in azul</p> <p>QU sound in pequeño</p> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like Mer-cu-rio</p> <p>Accents Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in Jú-pi-ter.</p> <p>Ñ tilde</p>
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			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 sánd-wich .	This changes the 'n' to a 'ny' sound like in pequeño
	Cross Curricular Learning						Space Science Topic

Year 6							
Year 6 End Points: 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. 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. Be able to tackle unknown language with increased accuracy by	Term	Autumn		Spring		Summer	
	Half term coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Phonetics 1-4 (C) En El Colegio (At School) (P)	La Segunda Guerra Mundial (WW2) (P)	Los Verbos Regulares (Regular Verbs) (P)	El Fin de Semana (The Weekend) (P)	La Comida Sana (Healthy Lifestyle) (P)	Yo En El Mundo (Me in the World) (P)
	Key Knowledge	Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/dislike certain school subjects. Tell the time (on the hour) in Spanish.	Group/order unknown vocabulary to help decode texts in Spanish Improve their listening and reading skills Name the countries and languages involved in WW2 Say what the differences were in city and country life during the war	Recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish. Understand what a verb is in both English and Spanish and how to then create a stem and work out the endings for regular -ER, -IR and -AR verbs.	Ask what the time is in Spanish. Tell the time accurately in Spanish. Learn how to say what they do at the weekend in Spanish. Learn to integrate connectives into their work. Present an account of what they do	Name and recognise ten foods and drinks that are considered good for your health. Name and recognise ten foods and drinks that are not considered good for your health. Say what activities they do to keep in shape during the week.	About the many countries in the world that speak Spanish. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet.

<p>applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p> <p>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.</p> <p>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</p>		<p>Say what time they study certain subjects at school.</p>	<p>Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside</p>	<p>Conjugate in Spanish a regular – ER verb.</p> <p>Conjugate in Spanish a regular – IR verb.</p> <p>Conjugate in Spanish a regular – AR verb.</p>	<p>and at what time at the weekend.</p>	<p>Say in general what they do to keep a healthy lifestyle.</p> <p>Learn to make a healthy recipe in Spanish.</p>	
	<p>Key Skills & Activities</p>	<p>Speaking: Activities in lessons 1-5. School survey in lesson 2. Present orally on school subjects and opinions in lesson 5.</p> <p>Listening: Activities in lessons 1-5. Extended listening exercise on school subjects, times and opinions in lesson 4.</p> <p>Reading: Activities in lessons 1-5. Match words to picture / sounds / phrases throughout the unit. Activities in lessons 1-5.</p> <p>Writing: Written presentations on school subjects and opinions in lesson 5.</p>	<p>Speaking: Activities in lessons 1-5. Present orally on life as an evacuee in lesson 5.</p> <p>Listening: Activities in lesson 1-5. Extended listening task in lesson 4.</p> <p>Reading: Activities in lessons 1-5. Story reordering task in lesson 3.</p> <p>Writing: Activities in lessons 1-5. Write a letter home on life as an evacuee in the target language in lesson 5.</p>	<p>Speaking: Activities in lessons 1-5.</p> <p>Listening: Activities in lessons 1-5.</p> <p>Reading: Activities in lessons 1-5.</p> <p>Writing: Activities in lessons 1-5. Create a regular verb booklet in lessons 5 & 6.</p>	<p>Speaking: Activities in lessons 1-5. Present orally on what they do at the weekend using connectives and time in lesson 5.</p> <p>Listening: Activities in lessons 1-5. Listening exercise on weekend activities in lesson 3.</p> <p>Reading: Various activities in lessons 1-5. Reading exercise in lesson 3.</p> <p>Writing: Activities in lessons 1-5. Written presentations on what they do at the weekend using</p>	<p>Speaking: Activities in lessons 1-5. Healthy lifestyle diary in lesson 4 to facilitate oral presentation on healthy lifestyles in lesson 5.</p> <p>Listening: Variety of activities in lessons 1-5. Extended listening task in lesson 4.</p> <p>Reading: Activities in lessons 1-5. Extended reading task in lesson 4.</p> <p>Writing: Various activities in lessons 1-5. Various worksheets including written</p>	<p>Speaking: Activities in lessons 1-5. Activities encouraging the children to say what they are called, where they live, where they are from and what their favourite feast day is. Plus what they do to protect the environment.</p> <p>Listening: Activities in lessons 1-5. Plenty of longer, more complex listening tasks.</p> <p>Reading: Activities in lessons 1-5. Differentiated worksheets in all lessons. Plenty of extended reading tasks.</p>

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

		<p>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.</p> <p>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.</p> <p>Silent letters. ‘H’ is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola.</p>	<p>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-gra-da-ble.</p> <p>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.</p>		<p>normally the second to last syllable like le-van-to, di-ver-ti-do and a-bu-rrí-do.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in añadir.</p>	<p>of foreign origin). It is pronounced ablo.</p> <p>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.</p> <p>Stress Placement. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like pre-fe-ri-da, fies-ta & co-lo-ri-da</p> <p>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</p>
	Cross Curricular Learning		WW2 History Topic			Healthy lifestyle link to Science ‘Animals including humans’ unit .	