

# Modern Foreign Language Progression Map Cycle A and B

*Language is the road map of a culture. It tells you where its people come from and where they are going.*

*Rita Mae Brown*



Objective

To be able to introduce yourself in Spanish

Enquiry

I wonder...Can I introduce myself in Spanish?



Substantive Knowledge (Content).

- To recognise and use greetings in Spanish (Hola, Buenos días, buenas tardes, buenas noches Señor/Señora/Señorita, Adiós, hasta luego, Hasta el lunes, hasta el martes.....Hasta la vista
- To say their name and to ask others their names (¿Cómo te llamas? Me llamo ... ¿Cómo se llama? Se llama...
- To ask others how they are feeling and to say how you are feeling (¿Qué tal? ¿Cómo estás? ¿Y tú? Excelente, muy bien, bien, así así, regular, mal , fatal, estoy cansado/a)
- To say their age and ask others their age (¿Cuántos años tienes? Tengo ocho años)
- To say where they live and ask others where they live (¿Dónde vives? Vivo en Liverpool, en Inglaterra)
- To understand and say the days of the week, months of the year and begin to recognise them in written form
- To say when your birthday is (¿Cuándo es tu cumpleaños? Es el ... de ...)
- To sound out vowels and the j and ll sounds in order to link the written word with the spoken word

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS2

Children will learn further vocabulary to develop confidence when introducing themselves and develop their ability to write introductions.

Skills

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

Concepts

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

Key vocabulary

|                                                                                                                   |                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Los Días de la Semana:<br>lunes, martes, miercoles, jueves, viernes, sabado domingo                               | Days of the week:<br>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday                             |
| Los meses:<br>enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre | The months:<br>January, February, March, April, May, June, July, August, September, October, November, December |
| Hola                                                                                                              | Hello                                                                                                           |
| Buenas dias, Buenos tardes, Buenas noches                                                                         | Good morning, Good afternoon, Good night                                                                        |
| Senor, senora, senorita                                                                                           | Mr, Mrs , Miss                                                                                                  |
| Adios, hasta luego                                                                                                | Goodbye, See you later                                                                                          |
| ¿Cómo te llamas? Me llamo...                                                                                      | What is your name? My name is ...                                                                               |
| ¿Qué tal? ¿Cómo estás?                                                                                            | How are you?                                                                                                    |
| Muy bien, bien, asi asi, mal                                                                                      | Very well, well, so so, bad                                                                                     |
| ¿Cuántos años tienes? Tengo once anos.                                                                            | How old are you? I am 11 years old.                                                                             |
| ¿Dónde vives? Vivo en Liverpool, en Inglaterra                                                                    | Where do you live? I live in Liverpool, in England.                                                             |
| ¿Cuándo es tu cumpleaños? Es el ... de ...                                                                        | When is your birthday? It's the ... of .....                                                                    |

End Points

Use a variety of Spanish greeting vocabulary confidently

Ask someone their name and tell them yours

Tell someone how you are feeling

Ask someone their age and tell them yours

Tell someone where you live

Ask someone when their birthday is and tell them yours

Recall the days of the week

Recall the months of the year

Begin to recognise the written form of the days of the week and the months of the year

National Curriculum Coverage

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

Use a variety of Spanish greeting vocabulary confidently

Ask someone their name and tell them yours

Ask someone their age and tell them yours

Tell someone where you live

High prior attainment and extension opportunities, including for pupils with SEND

Children can use the language they have been taught in the third person to introduce fictional characters

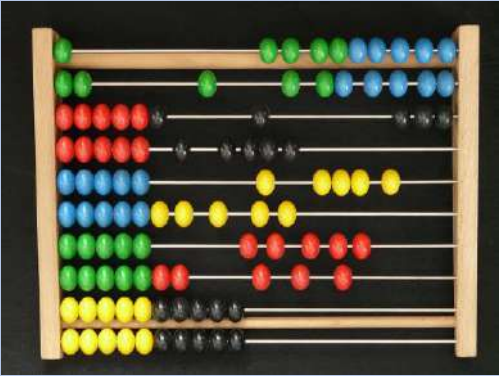


Objective

To be able to say and read numbers to 31 and colours in Spanish

Enquiry

I wonder... Can I count in Spanish and say some colours?



Substantive Knowledge (Content)

- To understand and use numbers to 31 and count forwards and backwards
- To recognise the written word for numbers 1-10 and attempt to write them
- To recognise the written words for some colours
- To describe the colours of objects orally and in written form
- To play games involving the recall of numbers i.e. Lotto!

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS2

Children will extend the knowledge of numbers to 100 and beyond.

Children will use their knowledge of colour to describe objects.

| Skills            |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

| Concepts        |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

| Key vocabulary                                                |                                                               |
|---------------------------------------------------------------|---------------------------------------------------------------|
| Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez | 1,2,3,4,5,6,7,8,9,10                                          |
| ¿De qué color es? Rojo, azul, amarillo, verde, naranja, lila  | What colour is this? Red, blue, yellow, green, orange, purple |
|                                                               |                                                               |
|                                                               |                                                               |
|                                                               |                                                               |
|                                                               |                                                               |
|                                                               |                                                               |
|                                                               |                                                               |
|                                                               |                                                               |
|                                                               |                                                               |

End Points

Use numbers to 31 confidently

Write the Spanish words for numbers to ten

Recall colour names

Engage in games in Spanish using numbers

National Curriculum Coverage (UKS2)

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

Write the Spanish words for numbers to ten

Recall colour names

High prior attainment and extension opportunities, including for pupils with SEND

Children could use their knowledge of number to role play shopping experiences



Objective

To be able to understand simple classroom instructions in Spanish

Enquiry

I wonder... What is my teacher asking me to do?



Substantive Knowledge (Content)

<https://www.bbc.co.uk/bitesize/topics/zfyff82/articles/zmcw7yc>

- To respond to simple classroom instructions given by the teacher
- To know the name of common classroom objects
- To be able to ask for classroom objects

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS2  
Children learn how to talk about which school subjects are their favourite and what school is like in Spain

Skills

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

Concepts

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

Key vocabulary

|                    |                       |
|--------------------|-----------------------|
| Escuchad - Listen  | Listen                |
| Mirad              | Look                  |
| Sentaos            | Sit down              |
| Levantaos          | Stand up              |
| Silencio por favor | Silence please        |
| Levantad la mano   | Put your hands up     |
| Repetid            | Repeat                |
| un lápiz           | A pencil              |
| un boli            | A pen                 |
| una goma           | A rubber              |
| ¿Tienes...?        | Do you have?          |
| Tengo / No tengo   | I have / I don't have |

End Points

Respond to classroom instructions  
Recall the names for classroom objects  
Ask for classroom objects

National Curriculum Coverage (UKS2)

Understand and respond to spoken and written language from a variety of authentic sources  
Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation  
Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt  
Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

Respond to classroom instructions  
Recall the names for classroom objects

High prior attainment and extension opportunities, including for pupils with SEND

Children could extend their vocabulary to include physical objects in the classroom i.e. whiteboard, windows



The logo of Icklesham Primary School is a circular emblem. It features a red border with the school's name 'ICKLESHAM PRIMARY SCHOOL' in white capital letters. Inside the circle, there is a red cross-like symbol with a white 'C' on the left and a white 'E' on the right, set against a background of horizontal lines.

**Objective**  
To be able to name some animals in Spanish

**Enquiry**  
I wonder... What is that animal?  


**Substantive Knowledge (Content)**  
<https://www.bbc.co.uk/bitesize/topics/zfyff82/articles/zf826g8>

- To be able to name common pets
- To say the colour of pets
- To ask whether someone has any pets
- To be able to say the name of pets
- To be able to describe pets (real and not real) in written form

**Prior Learning**  
There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

**Future learning**  
UKS2  
Children will learn to include details of their pets in written and oral descriptions of their family. They will learn new vocabulary to include farm animals and wild animals.

**Skills**

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

**Concepts**

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

**Key vocabulary**

|                             |                               |
|-----------------------------|-------------------------------|
| ¿ Tienes un animal en casa? | Do you have any pets at home? |
| un perro                    | A dog                         |
| un gato                     | A cat                         |
| un ratón                    | A rat                         |
| un pájaro                   | A parrot                      |
| un conejo                   | A rabbit                      |
| un caballo                  | A horse                       |
| se llama                    | It is called                  |
| Se llaman                   | They are called               |

**End Points**  
Recall the names of common pets  
Describe the colour of pets  
Ask whether someone has any pets  
Say the name of a pet  
Write about pets at home or in stories

**National Curriculum Coverage (UKS2)**  
Understand and respond to spoken and written language from a variety of authentic sources  
Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation  
Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt  
Discover and develop an appreciation of a range of writing in the language studied.

**Minimum expectations, including for pupils with SEND**  
Recall the names of common pets  
Describe the colour of pets  
Ask whether someone has any pets

**High prior attainment and extension opportunities, including for pupils with SEND**  
Children could extend their vocabulary to include farm animals and learn to sing songs about them i.e. En el rancho de Macdonald



## Objective

## To read a simple story in Spanish

## Enquiry

I wonder... Can I read a story in Spanish?

### Caperucita Roja (Little Red Riding Hood)



## Substantive Knowledge (Content)

<https://www.bbc.co.uk/bitesize/topics/zn3c86f/articles/zfkbbdm>

- To be able to understand a known story in Spanish
- To read a text of a known story with a partner
- To read a known story to an audience

## Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

## Future learning

UKS2

Children will learn other stories and explore traditional Spanish stories

## Skills

|                          |                                                                                                                                     |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| <b>Listening</b>         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| <b>Speaking</b>          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| <b>Reading</b>           | The ability for someone to interact with a text and take in the words                                                               |
| <b>Writing</b>           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| <b>Understanding</b>     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| <b>Self - confidence</b> | To behave confidently because you feel sure of your abilities or value                                                              |

## Concepts

|                        |                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spanish Culture</b> | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| <b>Phonics</b>         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| <b>Vocabulary</b>      | Words used in a particular language                                                                                                                                                                   |
| <b>Grammar</b>         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

## Key vocabulary

|                   |                        |
|-------------------|------------------------|
| una abuela        | grandmother            |
| adiós             | goodbye                |
| bonito            | beautiful              |
| el cabeza         | head                   |
| Caperucita Roja   | Little Red Riding Hood |
| casa de la abuela | grandmother's house    |
| los dientes       | teeth                  |
| las galletas      | biscuits               |
| un lobo gigante   | a giant wolf           |
| los ojos          | eyes                   |
| los orejas        | ears                   |
| vive              | he/she lives           |

## End Points

## Understand a known story in Spanish

**Understand** key vocabulary used in the story

**Retell** a story in Spanish with confidence to a partner

**Retell** a story in Spanish to an audience

### National Curriculum Coverage (UKS2)

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

### Minimum expectations, including for pupils with SEND

### Understand a known story in Spanish

**Retell** a story in Spanish with confidence to a partner

### High prior attainment and extension opportunities, including for pupils with SEND

Children could research other well-known stories in Spanish and learn to tell them confidently



Objective

To be able to name parts of the body in Spanish

Enquiry

I wonder... Can I name parts of the body in Spanish?



Substantive Knowledge (Content)

- To name major parts of the human body
- To label parts of the human body
- To know how to pronounce the Spanish alphabet

<https://www.bbc.co.uk/bitesize/topics/ztgtqfr/articles/zmbxdp3>

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS2

Children will continue to learn more about Spanish grammar and pronunciation

Skills

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

Concepts

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

Key vocabulary

|             |              |
|-------------|--------------|
| (la) cabeza | (the) head   |
| (el) pelo   | (the) hair   |
| (el) cuello | (the) neck   |
| (el) pecho  | (the) chest  |
| (el) brazo  | (the) arm    |
| (el) dedo   | (the) finger |
| (el) pie    | (the) foot   |
| (la) cara   | (the) face   |
| (el) ojo    | (the) eye    |
| (la) mano   | (the) hand   |
| (la) nariz  | (the) nose   |
| (la) boca   | (the) mouth  |
| (la) pierna | (the) leg    |

End Points

Recall the names of the parts of the body

Recall the alphabet in Spanish

Pronounce the Spanish alphabet confidently

National Curriculum Coverage (UKS2)

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

Recall the names of some of the parts of the body

Recall some of the alphabet in Spanish

High prior attainment and extension opportunities, including for pupils with SEND

Use the alphabet to spell key vocabulary and play word games in Spanish



Objective

To be able to introduce myself in Spanish

Enquiry

I wonder... Can I introduce myself in Spanish?



Substantive Knowledge (Content)

- Revise talking about name age and where you live, birthdays and families i.e. ¿Tienes hermanos?
- To be able to use the third person to talk about name and where people live and about ages
- To be able to talk about nationalities i.e. ¿Cuál es su nacionalidad? Soy inglés/a
- To talk about likes, dislikes and preferences i.e ¿Qué prefieres? ¿Qué te encanta? Prefiero..... Me gusta..... Me encanta..... No me gusta.....
- To revise schools subjects and introduce other subjects about which pupils can express preferences
- To be able to use connective pero and y
- To be able to describe personal appearances i.e. Soy ... Tengo...
- To be able ask questions about personal appearances i.e. . ¿Cómo eres tú? ¿Cómo es él? ¿Cómo es ella?
- To be able to use a range of adjectives to describe a person (real and fictional)

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS3

Children will be able to practise introducing themselves in real life situations i.e. school exchanges or through written pen pals

Skills

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

Concepts

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

Key vocabulary

|                                            |                                                       |
|--------------------------------------------|-------------------------------------------------------|
| Hermano /s                                 | Brother / s                                           |
| Hermana /s                                 | sister                                                |
| ¿Cuál es su nacionalidad?                  | What is your nationality?                             |
| Soy ingles /a                              | I am English                                          |
| ¿Qué prefieres?                            | What do you prefer?                                   |
| ¿Qué te encanta?                           | What do you love?                                     |
| Prefiero.....                              | I prefer ....                                         |
| Me gusta .... No me gusta...               | I like .... I don't like .....                        |
| ¿Cómo eres tú? ¿Cómo es él? ¿Cómo es ella? | What are you like? What is he like? What is she like? |
| alto/a, bajo/a                             | Tall short                                            |
| gordo/a delgado/a                          | Fat thin                                              |
| guapo/a feo/a                              | Pretty ugly                                           |
| feliz triste                               | Happy sad                                             |

End Points

Recall how to introduce yourself in Spanish

Describe names, ages and where other people live in the third person

Ask others which nationality there are and tell them yours

Describe your likes and dislikes on a range of familiar topics

Ask others preferences on a range of familiar topics

Describe your personal appearance

Describe others personal appearance

Use a variety of adjectives to describe a fictional character

Write a description of a familiar fictional character

National Curriculum Coverage (UKS2)

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

Recall how to introduce yourself in Spanish

Describe names, ages and where other people live in the third person

Ask others which nationality there are and tell them yours

Describe your likes and dislikes on a range of familiar topics

Ask others preferences on a range of familiar topics

Describe your personal appearance

High prior attainment and extension opportunities including for pupils with SEND

Children could write to a real or fictional pen pal introducing themselves.



Objective

To be able to talk and write about school and complete simple numeracy

Enquiry

I wonder... How is school different in Spain than the UK?



Substantive Knowledge (Content)

<https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/zmrtjsg>

- To be able to talk about which subjects you learn in school
- To be able to talk about your favourite lessons
- To ask for instructions from the teacher to be repeated
- To ask how to spell words using the Spanish alphabet
- To answer simple arithmetic questions in Spanish
- To find out about school life in Spain and how it differs to schools in Britain

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

**UKS3**  
Children will continue to learn more about school life in Spain and additional vocabulary

Skills

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

Concepts

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

Key vocabulary

|                                  |                                 |
|----------------------------------|---------------------------------|
| ¿Cuál es tu asignatura favorita? | What is your favourite subject? |
| Mi asignatura favorita es...     | My favourite subject is ...     |
| las ciencias                     | Science                         |
| la educación física              | PE                              |
| la geografía                     | Geography                       |
| la historia                      | History                         |
| el inglés                        | English                         |
| la informática                   | Computing                       |
| la música                        | Music                           |
| las matemáticas                  | Maths                           |
| ¿Puedes repetir, por favor?      | Please could you repeat that?   |
| ¿Cómo se escribe...?             | How do you spell that?          |
| Mas / menos                      | Add / subtract                  |
| Por / Dividido Por               | Multiply / divide               |

End Points

**Describe** which school subjects you like or dislike  
**Write** about school lessons you prefer  
**Ask** questions for clarification in Spanish to teacher  
**Answer** simple arithmetic questions  
**Describe** the similarities and differences between schools in Britain and Spain

National Curriculum Coverage (UKS2)

Understand and respond to spoken and written language from a variety of authentic sources  
Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation  
Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt  
Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

**Describe** which school subjects you like or dislike  
**Answer** simple arithmetic questions  
**Describe** some of the similarities and differences between schools in Britain and Spain

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate which subjects are most popular in their class and present their findings in Spanish to the class



UKS2 –Cycle A - Unit 2 - La vida escolar y aritmetica

## Objective

## To be able to talk and write about your family

## Enquiry

I wonder... Can I talk about my family in Spanish?



### Substantive Knowledge (Content)

<https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/z34q4xs>

- To be able to talk about their wider family members
- To understand the importance of family in Spain

<https://www.bbc.co.uk/bitesize/topics/zvhxt39/articles/zrqnm39>

- To understand and use the correct article when speaking and writing about their families

## Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

## Future learning

UKS3

Children will learn further Spanish grammar to use in their speaking and writing

## Skills

|                          |                                                                                                                                     |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| <b>Listening</b>         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| <b>Speaking</b>          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| <b>Reading</b>           | The ability for someone to interact with a text and take in the words                                                               |
| <b>Writing</b>           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| <b>Understanding</b>     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| <b>Self - confidence</b> | To behave confidently because you feel sure of your abilities or value                                                              |

## Concepts

|                        |                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spanish Culture</b> | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| <b>Phonics</b>         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| <b>Vocabulary</b>      | Words used in a particular language                                                                                                                                                                   |
| <b>Grammar</b>         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

## Key vocabulary

|                        |                          |
|------------------------|--------------------------|
| mi madre               | My mother                |
| mi padre               | My father                |
| mi hermana             | My sister                |
| mi hermano             | My brother               |
| mi abuela              | My grandmother           |
| mi abuelo              | My Grandfather           |
| mi tía                 | My Aunt                  |
| mi tío                 | My Uncle                 |
| mi primo               | My cousin (female)       |
| mi prima               | My cousin (male)         |
| Una                    | A (feminine)             |
| un                     | A (masculine)            |
| Mi madre se llama Emma | My mother is called Emma |
|                        |                          |

## End Points

**Describe** their families in detail using the correct articles

**Describe** fictional families with correct articles

**Understand** the use of the correct article confidently

### National Curriculum Coverage (UKS2)

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

### Minimum expectations, including for pupils with SEND

**Describe** their families in detail using the correct articles

### High prior attainment and extension opportunities, including for pupils with SEND

Children could produce short written pieces about their families and about fictional families from known stories



**Objective**  
To be able to say that aren’t well

**Enquiry**  
I wonder... How can I tell someone I don’t feel well?



- Substantive Knowledge (Content)**
- To revise vocabulary for parts of the body
  - To be able ask how you are feeling
  - To be able to say you aren’t feeling well
  - To describe which part of the body hurts
  - To be able to say you are hungry or thirsty

<https://www.bbc.co.uk/bitesize/topics/zvhxt39/articles/zf428hv>

- To know that there are the three Spanish verb endings –ar –er –ir
- To understand and use correct verb tenses when speaking about yourself you use an ‘O’ ending
- To understand and use correct verb tenses when asking someone a question (you or t) – ar changes to as, -er changes to es and –ir changes to es
- To understand and use correct verb tenses when talking about she (ella) and he (él) the –ar verbs and –er verbs you lose the ‘r’ adnd –ir verbs chage to ‘e’
- To understand and use the irregular verb tenses for ‘ser’ ‘tener’ and ‘hacer’

**Prior Learning**  
There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

**Future learning**  
UKS3  
Children will learn more about Spanish grammar and use more vocabulary for everyday situations

| Skills            |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

| Concepts        |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

| Key vocabulary       |                      |
|----------------------|----------------------|
| ¿cómo te sientes?    | How are you feeling? |
| Me duele la cabeza   | My head hurts        |
| me duele el estómago | My stomach hurts     |
| Tengo hambre         | I am hungry          |
| Tengo sed            | I am thirsty         |
| Ser                  | Verb to be           |
| Tener                | Verb to have         |
| Hacer                | Verb to do or make   |
| Soy                  | I am                 |
| Tengo                | I have               |
| Hago                 | I do                 |

**End Points**  
**Recall** the names for parts of the body  
**Ask** how someone is feeling  
**Describe** how they are feeling if they are not well  
**Understand and use** regular and irregular verb endings with increasing fluency orally and written

**National Curriculum Coverage (UKS2)**  
Understand and respond to spoken and written language from a variety of authentic sources  
Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation  
Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt  
Discover and develop an appreciation of a range of writing in the language studied.

**Minimum expectations, including for pupils with SEND**  
**Recall** the names for parts of the body  
**Ask** how someone is feeling  
**Describe** simply how they are feeling if they are not well

**High prior attainment and extension opportunities, including for pupils with SEND**  
Children could role play visiting a doctors or chemist and describing how they are feeling



Objective

To be able to say what clothes you are wearing today

Enquiry

I wonder... What shall I wear today?



Substantive Knowledge (Content)

<https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/zkrx2sg>

- To know that the Spanish verb ‘llevar’ means to wear
- To know the names of some items of clothing
- To revise that the Spanish sound ‘ll’ is pronounced as ‘y’
- To be able to describe what someone else is wearing using the correct verb form and article i.e. Ella lleva una falda – She wears a skirt.
- To know that there are two ways to say some (unos/ unas) depending on whether the word is masculine or feminine

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS3

Children will develop further their knowledge of correct verb and article use

Skills

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

Concepts

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

Key vocabulary

|                          |                 |
|--------------------------|-----------------|
| un jersey                | a jumper        |
| <u>un abrigo</u>         | a coat          |
| una falda                | a skirt         |
| una camiseta             | a t-shirt       |
| una camisa               | a shirt         |
| una gorra                | a cap           |
| una bufanda              | a scarf         |
| <u>unos pantalones</u>   | some trousers   |
| <u>unas gafas de sol</u> | some sunglasses |

End Points

Describe

what they are wearing using the correct article

Describe

what someone else is wearing using the correct verb form and article

Develop

knowledge of verb forms and use correctly in writing and speaking

National Curriculum Coverage (UKS2)

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

Describe

what they are wearing using the correct article

Describe

what someone else is wearing usually using the correct verb form and article

High prior attainment and extension opportunities, including for pupils with SEND

Children could learn additional vocabulary for clothing and make lists for packing for a holiday in Spain.



## Objective

**To be able to use correct vocabulary and pronunciation to write a song**

## Enquiry

I wonder... Can I write a song in Spanish?



## Substantive Knowledge (Content)

<https://www.bbc.co.uk/bitesize/topics/zbkjmcy/articles/zkkmhg8>

- To be able to understand simple songs in Spanish
- To be able to sing simple songs in Spanish
- To create a Spanish version of a known song to perform as a group

<https://www.bbc.co.uk/bitesize/topics/zf62xyc/articles/zkvq96f>

- To know that Spanish is spoken around the world
- To undertake a study the Spanish speaking country of Columbia
- To find similarities and differences between Columbia and Britain

## Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

## Future learning

UKS3

Children will learn further traditional songs from Spain and other Spanish speaking countries

## Skills

|                          |                                                                                                                                     |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| <b>Listening</b>         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| <b>Speaking</b>          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| <b>Reading</b>           | The ability for someone to interact with a text and take in the words                                                               |
| <b>Writing</b>           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| <b>Understanding</b>     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| <b>Self - confidence</b> | To behave confidently because you feel sure of your abilities or value                                                              |

## Concepts

|                        |                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spanish Culture</b> | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| <b>Phonics</b>         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| <b>Vocabulary</b>      | Words used in a particular language                                                                                                                                                                   |
| <b>Grammar</b>         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

## Key vocabulary

|          |                                             |
|----------|---------------------------------------------|
| Columbia | A Spanish speaking country in South America |
| Bogota   | The capital city of Columbia                |
| Tabio    | A small town in Columbia                    |
|          |                                             |
|          |                                             |
|          |                                             |
|          |                                             |
|          |                                             |

## End Points

**Recall** and sing a simple song in Spanish

### Create and perform a Spanish version of a known simple song

**Recall** facts about a Spanish speaking country i.e. Columbia

**Describe** the similarities and differences between Columbia and Britain

### National Curriculum Coverage (UKS2)

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

### Minimum expectations, including for pupils with SEND

**Recall** and sing a simple song in Spanish

**Recall** facts about a Spanish speaking country i.e. Columbia

### High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate other Spanish speaking countries around the world



**Use** a variety of Spanish greeting vocabulary confidently

**Ask** someone their name and tell them yours

**Tell** someone how you are feeling

**Ask** someone their age and tell them yours

**Tell** someone where you live

**Ask** someone when their birthday is and tell them yours

**Recall** the days of the week

**Recall** the months of the year

**Begin** to recognise the written form of the days of the week and the months of the year

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

- Use** a variety of Spanish greeting vocabulary confidently
- Ask** someone their name and tell them yours
- Ask** someone their age and tell them yours
- Tell** someone where you live

Children can use the language they have been taught in the third person to introduce fictional characters



Objective

To discuss which subjects you learn at school

Enquiry

I wonder... What subjects do I learn at school?



Substantive Knowledge (Content).

<https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/zmrtjsg>

- To know the vocabulary for a range of school subjects
- To be able to say which lessons you prefer
- To be able to say which lessons you don’t like
- To be able to write about school subjects you enjoy
- To be able to understand classroom instructions

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS2

Children will learn about schools in Spain and how they differ to British schools

Skills

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

Concepts

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

Key vocabulary

|                                  |                                           |
|----------------------------------|-------------------------------------------|
| ¿Cuál es tu asignatura favorita? | What is your favourite subject at school? |
| Mi asignatura favorita es...     | My favourite subject is ...               |
| las ciencias                     | Science                                   |
| la educación física              | PE                                        |
| la geografía                     | Geography                                 |
| la historia                      | History                                   |
| el inglés                        | English                                   |
| la informática                   | Computing                                 |
| la música                        | Music                                     |
| las matemáticas                  | Maths                                     |
| escuchad                         | listen                                    |
| sentaos                          | sit down                                  |
| levanta la mano                  | put your hand up                          |
| escuchad                         | listen                                    |

End Points

Recall the names of school subjects in Spanish

Describe the school subjects they enjoy orally

Write a short piece describing the subjects they enjoy

Follow classroom instructions correctly

National Curriculum Coverage

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

Recall the names of school subjects in Spanish

Describe the school subjects they enjoy orally

Follow classroom instructions correctly

High prior attainment and extension opportunities, including for pupils with SEND

Children could research and compare the differences and similarities of schools in Spain and Britain



## Objective

## To be able to tell the time in Spanish and to know the months of the year

## Enquiry

I wonder... What is the time?



### Substantive Knowledge (Content).

- To know the names of the months of the year in Spanish i.e. enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
- To be able to ask which month it is?
- To be able to ask the time?
- To know how to tell the simple time i.e. each hour, midday, midnight
- To know that for one o'clock you use 'Es el una' and for the rest of the hours you use the plural version 'Son las dos'
- To revise and use numbers to twelve

## Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

## Future learning

UKS2

Children will learn to use other time related vocabulary to tell the precise time. They will learn and use numbers to 100.

## Skills

|                          |                                                                                                                                     |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| <b>Listening</b>         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| <b>Speaking</b>          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| <b>Reading</b>           | The ability for someone to interact with a text and take in the words                                                               |
| <b>Writing</b>           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| <b>Understanding</b>     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| <b>Self - confidence</b> | To behave confidently because you feel sure of your abilities or value                                                              |

## Concepts

|                        |                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spanish Culture</b> | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| <b>Phonics</b>         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| <b>Vocabulary</b>      | Words used in a particular language                                                                                                                                                                   |
| <b>Grammar</b>         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

## Key vocabulary

|                  |                       |
|------------------|-----------------------|
| ¿Qué mes es?     | Which month is it?    |
| Es marzo         | It's March            |
| ¿Qué hora es?    | What is the time?     |
| ¿Tiene hora?     | Do you have the time? |
| Es la una.       | It's one o'clock      |
| Son las dos.     | It's two o'clock      |
| Es el mediodía.  | It's midday           |
| Es el medianoche | It's midnight         |
|                  |                       |
|                  |                       |
|                  |                       |
|                  |                       |

## End Points

**Recall** the months of the year in Spanish

**Describe** and ask which month it is

**Ask** what the time is

## Recall numbers to twelve

**Understand** and use the correct article when answering questions

## National Curriculum Coverage

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.

### Minimum expectations, including for pupils with SEND

**Recall** the months of the year in Spanish

**Describe** and ask which month it is

**Ask** what the time is

**Recall** numbers to twelve

### High prior attainment and extension opportunities, including for pupils with SEND

Children can begin to use other time related vocabulary i.e. half past and quarter to



## Objective

## To be able to read a book in Spanish

## Enquiry

I wonder... Can I tell you a story in Spanish?

## Don Quijote de la Mancha



### Substantive Knowledge (Content).

<https://www.bbc.co.uk/bitesize/topics/zn3c86f/articles/zk3xmfr>

- To be able to understand a traditional Spanish story
- To read a text of a known story with a partner
- To read a known story to an audience in group
- To know that 'j' in Spanish is pronounced 'h'

## Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

## Future learning

UKS2

Children will learn more known stories in Spanish and read them with increasing confidence

## Skills

|                          |                                                                                                                                     |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| <b>Listening</b>         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| <b>Speaking</b>          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| <b>Reading</b>           | The ability for someone to interact with a text and take in the words                                                               |
| <b>Writing</b>           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| <b>Understanding</b>     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| <b>Self - confidence</b> | To behave confidently because you feel sure of your abilities or value                                                              |

## Concepts

|                        |                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spanish Culture</b> | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| <b>Phonics</b>         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| <b>Vocabulary</b>      | Words used in a particular language                                                                                                                                                                   |
| <b>Grammar</b>         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

## Key vocabulary

|                 |                  |
|-----------------|------------------|
| el amigo        | friend           |
| la aventura     | adventure        |
| caballero       | knight           |
| cansado         | tired            |
| ¿Cómo se llama? | What's his name? |
| el monstruo     | monster          |
| herido          | (he was) hurt    |
| ¡Vamos!         | Come on!         |
| el amigo        | friend           |
| la aventura     | adventure        |

## End Points

## Understand a known story in Spanish

**Understand** key vocabulary used in the story

**Retell** a story in Spanish with confidence to a partner

**Retell** a story in Spanish to an audience

## National Curriculum Coverage

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

### Minimum expectations, including for pupils with SEND

## Understand a known story in Spanish

**Understand** key vocabulary used in the story

**Retell** a story in Spanish with confidence to a partner

### High prior attainment and extension opportunities, including for pupils with SEND

Children could research who Don Quijote was and whether there are other stories about him



Objective

To be able to talk about the weather

Enquiry

I wonder... What is the weather like?



Substantive Knowledge (Content).

- To know the vocabulary for the seasons
- To know that there are two main verbs used to describe the weather i.e. hacer and hay
- To be able to ask what the weather is like
- To be able to say what the weather is like using the correct verb tense i.e. hace and know that the ‘h’ is silent
- To be able to write what the weather is like in a place or season

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS2

Children will learn further vocabulary to discuss the weather and seasons in detail

Skills

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

Concepts

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

Key vocabulary

|                       |                      |
|-----------------------|----------------------|
| hacer                 | It does / it makes   |
| hay                   | There is / there are |
| hace calor            | it is hot            |
| hace fresco           | it is cool           |
| hace sol              | it is sunny          |
| hace frío             | it is cold           |
| ¿Que mes es?          | Which month is it?   |
| primavera             | Spring               |
| verano                | Summer               |
| otoño                 | Autumn               |
| invierno              | Winter               |
| En verano hace calor  | In summer it's hot   |
| En invierno hace frío | In winter it's cold  |

End Points

Recall the names of the seasons

Ask what the time is

Say what the time is using the correct verb and article

Use the correct pronunciation of the verb hacer

Describe what the weather is like in a place of season orally or written

National Curriculum Coverage

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

Recall the names of the seasons

Ask what the time is

Say what the time is using the correct verb and article

High prior attainment and extension opportunities, including for pupils with SEND

Children could research the typical weather in different parts of Spain and make comparisons with where they live



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**Objective**  
To be able to talk and write about your family

**Enquiry**  
I wonder... Can I talk about my family in Spanish?



**Substantive Knowledge (Content).**  
<https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/z34q4xs>

- To be able to talk about their wider family members
- To understand the importance of family in Spain

<https://www.bbc.co.uk/bitesize/topics/zvhxt39/articles/zrqnm39>

- To understand and use the correct article when speaking and writing about their families

**Prior Learning**  
There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

**Future learning**  
**UKS2**  
Children can practise introducing themselves to others in written form through a real or fictional pen pal letter

| Skills            |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

| Concepts        |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

| Key vocabulary         |                          |
|------------------------|--------------------------|
| mi madre               | My mother                |
| mi padre               | My father                |
| mi hermana             | My sister                |
| mi hermano             | My brother               |
| mi abuela              | My grandmother           |
| mi abuelo              | My Grandfather           |
| mi tía                 | My Aunt                  |
| mi tío                 | My Uncle                 |
| mi primo               | My cousin (female)       |
| mi prima               | My cousin (male)         |
| Una                    | A (feminine)             |
| un                     | A (masculine)            |
| Mi madre se llama Emma | My mother is called Emma |

**End Points**  
**Describe** their families in detail using the correct articles  
**Describe** fictional families with correct articles  
**Understand** the use of the correct article confidently

**National Curriculum Coverage**  
Understand and respond to spoken and written language from a variety of authentic sources  
Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation  
Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt  
Discover and develop an appreciation of a range of writing in the language studied.

**Minimum expectations, including for pupils with SEND**  
**Describe** their families in detail using the correct articles

**High prior attainment and extension opportunities, including for pupils with SEND**  
Children could produce short written pieces about their families and about fictional families from known stories



Objective

To be able to introduce myself in Spanish

Enquiry

I wonder... Can I introduce myself in Spanish?



Substantive Knowledge (Content)

- Revise talking about name age and where you live, birthdays and families i.e. ¿Tienes hermanos?
- To be able to use the third person to talk about name and where people live and about ages
- To be able to talk about nationalities i.e. ¿Cuál es su nacionalidad? Soy inglés/a
- To talk about likes, dislikes and preferences i.e ¿Qué prefieres? ¿Qué te encanta? Prefiero..... Me gusta..... No me gusta.....
- To revise schools subjects and introduce other subjects about which pupils can express preferences
- To be able to use connective pero and y
- To be able to describe personal appearances i.e. Soy ... Tengo...
- To be able ask questions about personal appearances i.e. . ¿Cómo eres tú? ¿Cómo es él? ¿Cómo es ella?
- To be able to use a range of adjectives to describe a person (real and fictional)

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS3

Children will be able to practise introducing themselves in real life situations i.e. school exchanges or through written pen pals

| Skills            |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

| Concepts        |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

| Key vocabulary                             |                                                       |
|--------------------------------------------|-------------------------------------------------------|
| Hermano /s                                 | Brother / s                                           |
| Hermana /s                                 | sister                                                |
| ¿Cuál es su nacionalidad?                  | What is your nationality?                             |
| Soy ingles /a                              | I am English                                          |
| ¿Qué prefieres?                            | What do you prefer?                                   |
| ¿Qué te encanta?                           | What do you love?                                     |
| Prefiero.....                              | I prefer ....                                         |
| Me gusta .... No me gusta...               | I like .... I don't like .....                        |
| ¿Cómo eres tú? ¿Cómo es él? ¿Cómo es ella? | What are you like? What is he like? What is she like? |
| alto/a, bajo/a                             | Tall short                                            |
| gordo/a delgado/a                          | Fat thin                                              |
| guapo/a feo/a                              | Pretty ugly                                           |
| feliz triste                               | Happy sad                                             |

End Points

Recall how to introduce yourself in Spanish

**Communicate** names, ages and where other people live in the third person

**Ask** others which nationality there are and tell them yours

**Communicate** your likes and dislikes on a range of familiar topics

**Ask** others preferences on a range of familiar topics

**Communicate** your personal appearance

**Communicate** others personal appearance

**Use** a variety of adjectives to describe a fictional character

**Write** a description of a familiar fictional character

**Write** a letter to introduce themselves to a Spanish speaker

National Curriculum Coverage (UKS2)

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

Recall how to introduce yourself in Spanish

**Communicate** names, ages and where other people live in the third person

**Communicate** your likes and dislikes on a range of familiar topics

**Write** a letter to introduce themselves to a Spanish speaker

High prior attainment and extension opportunities, including for pupils with SEND

Children can communicate in detail about themselves or fictional characters from stories



Objective

To be able to tell the time and perform simple arithmetic

Enquiry

I wonder... What’s the time?



Substantive Knowledge (Content).

- To be able to ask the time?
- To know how to say the time using a 12 hour and 24 hour clock
- To know that for one o’clock you use ‘Es el una’ and for the rest of the hours you use the plural version ‘Son las dos’
- To know and use numbers to 100
- To be able to answer arithmetic questions in Spanish using all four operations

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS3

Children will learn how to use Spanish timetables and plan journeys on public transport.

Skills

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

Concepts

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

Key vocabulary

|                           |                              |
|---------------------------|------------------------------|
| ¿Qué hora es?             | What is the time?            |
| ¿Tiene hora?              | Do you have the time?        |
| Es la una.                | It’s one o’clock             |
| Son las dos.              | It’s two o’clock             |
| Es el mediodía.           | It’s midday                  |
| Es el medianoche          | It’s midnight                |
| Son las dos de la mañana  | It’s two in the morning      |
| Son las dos de la tarde.  | It’s two in the afternoon    |
| Son las ocho de la noche. | It’s eight in the afternoon. |
| Es la una y cuarenta      | It’s 1:40.                   |
| Son las dos menos cuarto  | It’s quarter to two.         |
| Son las tres y cuarto     | It’s quarter past three.     |
| Es la una Y media         | It’s half past one           |
| Mas / menos               | Add / subtract               |
| Por / Dividido Por        | Multiply / divide            |
|                           |                              |
|                           |                              |
|                           |                              |

End Points

Recall and use numbers to 100

Ask what the time is

Communicate the time using the 12hour and 24hour clock

Understand and use the correct article when telling the time

Answer arithmetic questions orally

National Curriculum Coverage

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

Recall and use the multiples of 10 to 100

Ask what the time is

Communicate the time using the 12hour and 24hour clock

High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate train timetables and plan a journey from one Spanish city to another. They could learn to say their times tables in Spanish.



Objective

To be able to order food in a restaurant

Enquiry

I wonder... Can I order a meal in Spain?



Substantive Knowledge (Content).

<https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/zwfbp4j>

- To know that food and drink are important in Spanish culture as meal times are important family times
- To know that ‘Tapas’ are small portions of food on plates that everyone shares and are a traditional dish in Spain
- To know that you use the verb ‘gustar’ to say what food you like and don’t like i.e. Me gusta... No me gusta... followed by the correct article el / la
- To know the names of some Spanish dishes
- To know that some foods are plural as there is more than one of them i.e. patatas fritas (chips) so you use the article los / las and the verb ‘Me gustan...’
- To know that you use the verb ‘comer’ to ask what someone would like to eat i.e. ¿Qué comes?
- To know that you use the verb ‘querer’ to say what you would like i.e. Quisiera...
- To be able to role play a restaurant scene

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS3

Children will learn more vocabulary and practise using this is role play or real life situations

Skills

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

Concepts

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

Key vocabulary

|                               |                                         |
|-------------------------------|-----------------------------------------|
| Me gusta... No me gusta...    | I like ... I don't like .... (singular) |
| Me gustan ... No me gustan... | I like ... I don't like (plural)        |
| ¿Qué comes?                   | What would you like to eat?             |
| Quisiera...                   | I would like ...                        |
| el pescado                    | fish                                    |
| el pollo asado                | roast chicken                           |
| la fruta                      | fruit                                   |
| el helado                     | ice cream                               |
| el agua                       | water                                   |
| el zumo de naranja            | orange juice                            |
| las patatas fritas            | chips                                   |
| los bocadillos                | sandwiches                              |
| las verduras                  | vegetables                              |
| el pan                        | bread                                   |
| el pescado                    | fish                                    |
| la pizza                      | pizza                                   |
| la paella                     | paella                                  |
| la cuenta por favor           | the bill please                         |

End Points

Understand

that food and drink are important in Spanish culture

Recall

names of typical foods

Communicate

preferences about food and drink using the correct verb tense and article

Role play

different roles in a restaurant situation

National Curriculum Coverage

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

Minimum expectations, including for pupils with SEND

Understand

that food and drink are important in Spanish culture

Recall

names of typical foods

Communicate

preferences about food and drink using the correct verb tense and article

High prior attainment and extension opportunities, including for pupils with SEND

Children could set up a Spanish café in school and practise different roles with increased confidence. They could begin to use Euros paying for items and giving change.



UKS2 –Cycle B - Unit 3 - ¿Que voy a comer en el café?

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objective</b><br>To be able to talk and write about your home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Enquiry</b><br>I wonder... Can I tell you about my home?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Substantive Knowledge (Content).</b> <ul style="list-style-type: none"><li>• <b>To revise how to say where you live and ask where someone else lives</b></li><li>• <b>To know the vocabulary to describe the size of a house or flat</b></li><li>• <b>To know the vocabulary to describe how the house or flat looks</b></li><li>• <b>To know the vocabulary to describe the number and names of different rooms in a house or flat</b></li><li>• <b>To be able to use the correct article when describing houses / flats</b></li><li>• <b>To be able to ask about someone else’s house</b></li><li>• <b>To be able to describe your house or flat orally</b></li><li>• <b>To be able to describe your house or flat in writing</b></li></ul> |
| <b>Prior Learning</b><br>There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Future learning</b><br><b>UKS3</b><br>Children will continue to learn more vocabulary that allows further description of houses both orally and in writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Skills                    |                                                                                                                                                                                                       |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>      | The imparting or exchanging of information by speaking, writing, or using some other medium                                                                                                           |
| <b>Listening</b>          | The ability to pay attention to and effectively interpret what other people are saying                                                                                                                |
| <b>Speaking</b>           | A skill of using language to communicate using verbal or nonverbal symbols orally                                                                                                                     |
| <b>Reading</b>            | The ability for someone to interact with a text and take in the words                                                                                                                                 |
| <b>Writing</b>            | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form                                                                   |
| <b>Understanding</b>      | The knowledge about a subject, situation, etc. or about how something works                                                                                                                           |
| <b>Self - confidence</b>  | To behave confidently because you feel sure of your abilities or value                                                                                                                                |
| Concepts                  |                                                                                                                                                                                                       |
| <b>Spanish Culture</b>    | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| <b>Phonics</b>            | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| <b>Vocabulary</b>         | Words used in a particular language                                                                                                                                                                   |
| <b>Grammar</b>            | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |
| Key vocabulary            |                                                                                                                                                                                                       |
| ¿Donde vives? Vivo en ... | Where do you live? I live in ...                                                                                                                                                                      |
| Una casa / Un piso        | A house / A flat                                                                                                                                                                                      |
| ¿Coma es tu casa?         | What is your house like?                                                                                                                                                                              |
| Me casa es ...            | My house is ...                                                                                                                                                                                       |
| Comodo/a - pequeno/a      | Comfortable / small                                                                                                                                                                                   |
| Nuevo /a - Viejo/a        | New / old                                                                                                                                                                                             |
| Bonito /a - feo/a         | Pretty / ugly                                                                                                                                                                                         |
| Tengo tres dormitorios.   | I have three bedrooms.                                                                                                                                                                                |
| Mi casa tiene ...         | My house has ...                                                                                                                                                                                      |
| Las habitaciones          | The rooms                                                                                                                                                                                             |
| Un dormitorio             | A bedroom                                                                                                                                                                                             |
| Un cuarto de baño         | A bathroom                                                                                                                                                                                            |
| Un comedor                | A dining room                                                                                                                                                                                         |
| Un garaje                 | A garage                                                                                                                                                                                              |
| Un aseo                   | A toilet                                                                                                                                                                                              |
| Una cocina                | A kitchen                                                                                                                                                                                             |
| Un ático                  | An attic                                                                                                                                                                                              |
| Un salon                  | A living room                                                                                                                                                                                         |
| Un jardin                 | A garden                                                                                                                                                                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>End Points</b><br><b>Recall</b> how describe where you live<br><b>Recall</b> how to ask where someone else lives<br><b>Communicate</b> orally the appearance of your house<br><b>Communicate</b> orally the different rooms in your house<br><b>Interpret</b> written text that describes a house or flat<br><b>Recall</b> how to ask someone about their home<br><b>Communicate</b> in writing a description of their house / flat using correct articles                                                                                                                                                  |
| <b>National Curriculum Coverage</b><br>Understand and respond to spoken and written language from a variety of authentic sources<br>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation<br>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt<br>Discover and develop an appreciation of a range of writing in the language studied. |
| <b>SEND minimum expectations</b><br><b>Recall</b> how describe where you live<br><b>Recall</b> how to ask where someone else lives<br><b>Communicate</b> orally the appearance of your house<br><b>Communicate</b> orally the different rooms in your house                                                                                                                                                                                                                                                                                                                                                    |
| <b>High prior attainment and extension opportunities</b><br>Children could role play an estate agents and describe houses orally (tour of the house) or in written descriptions (persuasive writing)                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

Objective

To be able to talk and write about a Spanish city

Enquiry

I wonder... Is Barcelona a good place for a holiday?

Substantive Knowledge (Content).

- To know that Barcelona is in north east Spain. It is in a region called Catalonia.
- To know that Barcelona is the second biggest city in Spain after Madrid and throughout history, there has always been a strong rivalry between the two cities.
- To know that Christopher Columbus met the Spanish kings in Barcelona on his return from his first voyage to America, in 1492.
- To know that the famous Catalan architect Antonio Gaudí was born in 1852 and many of his artworks can be seen in the city.
- To know that Barcelona has many different tourist attractions i.e Segrada Familia, Camp Nou Stadium, Montserrat mountains and the Barceloneta seafront
- To learn the vocabulary a visitor would need to stay in Barcelona i.e. transport, hotels, tourist attractions, restaurants
- To know the verb ‘ir’ means to go and is an irregular verb so it becomes ‘Soy’ I go, ‘vas’ you go and ‘vamos’ we go.

Prior Learning

There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

Future learning

UKS3

Children will learn about other Spanish cities and more history of Catalonia and the Spanish Civil War

Skills

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

Concepts

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

Key vocabulary

|                                  |                                                                |
|----------------------------------|----------------------------------------------------------------|
| ¿Qué podemos ver en Barcelona?   | What can we see in Barcelona?                                  |
| ¿Qué hay que hacer en Barcelona? | What can we do in Barcelona?                                   |
| la ciudad                        | The city                                                       |
| la playa                         | The beach                                                      |
| las atracciones turísticas       | The tourist attractions                                        |
| una estación de tren             | The train station                                              |
| un aeropuerto                    | The airport                                                    |
| en coche                         | by car                                                         |
| en autobús                       | by bus                                                         |
| en tren                          | by train                                                       |
| a pie                            | by foot                                                        |
| Christopher Columbus             | A navigator who explored the Americas under the flag of Spain. |
| Antona Gaudí                     | A famous Catalan architect                                     |
|                                  |                                                                |
|                                  |                                                                |

End Points

**Recall** where Barcelona is on a map of Spain

**Describe** Barcelona’s importance in history

**Describe** different attractions that can be visited in Barcelona

**Communicate** orally different places to visit and how to get there

**Understand** the vocabulary associated with transport

**Communicate** in writing a guide to Barcelona

National Curriculum Coverage

Understand and respond to spoken and written language from a variety of authentic sources

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of writing in the language studied.

SEND minimum expectations

**Recall** where Barcelona is on a map of Spain

**Describe** different attractions that can be visited in Barcelona

**Communicate** orally different places to visit and how to get there

**Understand** the vocabulary associated with transport

High prior attainment and extension opportunities

Children could investigate more about Catalonia’s history including the Spanish Civil War and who Franco was.



The logo of Icklesham Primary School is a circular emblem. It features a red border with the school's name 'ICKLESHAM PRIMARY SCHOOL' in white capital letters. Inside the circle, there is a red cross-like shape with a white 'C' on the left and a white 'E' on the right. In the center of the cross is a red silhouette of a house.

**Objective**  
To write and talk about your hobbies and pastimes

**Enquiry**  
I wonder... What do I like to do for fun?

**Substantive Knowledge (Content).**  
<https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/zw4dg7h>

- To know that you use the verb gustar to talk about which hobbies you like or dislike i.e. Me gusta... or No me gusta...
- To use the conjunction porque to say whay you like that activity
- To understand the difference between porque (because) and poe qué (why)
- To be able to ask what others like to do in their spare time

**Prior Learning**  
There is no formal teaching of MFL in EYFS or KS1 but teachers can begin to use simple phrases and songs where appropriate i.e. answering the register etc.

**Future learning**  
**UKS3**  
Children will learn more vocabulary to speak and write about their hobbies and past times

**Skills**

|                   |                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Communication     | The imparting or exchanging of information by speaking, writing, or using some other medium                                         |
| Listening         | The ability to pay attention to and effectively interpret what other people are saying                                              |
| Speaking          | A skill of using language to communicate using verbal or nonverbal symbols orally                                                   |
| Reading           | The ability for someone to interact with a text and take in the words                                                               |
| Writing           | The process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form |
| Understanding     | The knowledge about a subject, situation, etc. or about how something works                                                         |
| Self - confidence | To behave confidently because you feel sure of your abilities or value                                                              |

**Concepts**

|                 |                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spanish Culture | Things that are important to the way Spanish people live their lives. It can include literature, music, visual arts, cuisine as well as contemporary customs, beliefs, institutions and social norms. |
| Phonics         | The matching the sounds of a spoken language with individual letters or groups of letters.                                                                                                            |
| Vocabulary      | Words used in a particular language                                                                                                                                                                   |
| Grammar         | The rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation.                                                                  |

**Key vocabulary**

|                                            |                                            |
|--------------------------------------------|--------------------------------------------|
| ¿Qué te gusta hacer en tu tiempo libre?    | What do you like to do in your spare time? |
| Me gusta cantar                            | I like to sing.                            |
| cantar                                     | to sing                                    |
| bailar                                     | to dance                                   |
| dibujar                                    | to draw                                    |
| nadar                                      | to swim                                    |
| mirar la televisión                        | to watch television                        |
| jugar a los videojuegos                    | to play computer games                     |
| tocar el piano                             | to play the piano                          |
| tocar la guitarra                          | to play the guitar                         |
| jugar al fútbol                            | to play football                           |
| jugar al tenis                             | to play tennis                             |
| Porque                                     | Because                                    |
| Me gusta cantar <u>porque es divertido</u> | I like to sing <u>because it is fun.</u>   |
| es interesante                             | is interesting                             |
| es difícil                                 | Is difficult                               |
| es aburrido                                | Is boring                                  |
| por qué                                    | why                                        |

**End Points**  
**Communicate** what you like to do in your spare time orally  
**Communicate** what you like to do in your spare time in writing  
**Ask** someone else what their hobbies are  
**Describe** reasons that you like or dislike a particular hobby using the conjunction because

**National Curriculum Coverage**  
Understand and respond to spoken and written language from a variety of authentic sources  
Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation  
Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt  
Discover and develop an appreciation of a range of writing in the language studied.

**SEND minimum expectations**  
**Communicate** what you like to do in your spare time orally  
**Ask** someone else what their hobbies are  
**Describe** reasons that you like or dislike a particular hobby using the conjunction because

**High prior attainment and extension opportunities**  
Children could investigate what Spanish children do in their spare time and make comparisons with their own hobbies.

