St Luke's Primary School

Love God, love your neighbour as yourself – be the good Samaritan Luke 10.25-37

MFL: Spanish – Long Term Curriculum. Knowledge and Progression Map

Key Stage 1 Links:
There are no Key Stage 1 objectives.

National Curriculum Links:
(Links in green in the table below)
Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly and describe people, places, things and actions orally and in writing

Year Group	Autumn 1 4 lessons	Autumn 2 3 lessons	Spring 1 3 lessons	Spring 2 3 lessons	Summer 1 3 lessons	Summer2 4 lessons
Year 3						
Theme/topic				**Introduction to Spanish and Basic Vocabulary**	**Sounds and Dates**	**Animals and Descriptions**
Lessons Topics and Learning Objectives				**1. Class Rules** -To learn class rules to use them throughout the year through repetition and games. **-Greetings** -To learn how to introduce myself and maintain a short conversation in Spanish, using accurate pronunciation. Salutations What's your name How are you? **-Listen attentively to spoken language and show understanding by joining in and responding** **-Ask and answer questions** **2. -Colours** -to learn the names of the colours through games and activities.	**1.Vowels and Sounds** -To learn vowels in Spanish and the difference with the vowels in English through listening activties. Complete the activities. -To learn the most important sounds to improve pronountiation using a song, alphabet in Spanish, and spelling activities. **ñ h z v ll** **-Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases** **-Listen attentively to spoken language and explore the patterns and sounds of language through songs and rhymes**	**1. Domestic Animals** -To learn domestic animals. -To use the verb- I have (Tengo) **in present 1st person to build sentences**. Learn the negative form (No tengo) -To use the indefinte article a (Un/ Una) correctly. **2. Animals Descriptions** -To practise gender diferentiation and gender agreement when describing animales. -to learn adjectives **-NOUN+ADJECTIVE** **-** Learn/exlpora the definite articles (la, el, las, los) **3. To write** short sentences saying what animals I have and describe them. -To expand vocabulary with farm animals through a words search and song from Rockalingua.

		-to express likes and dislikes and the favourite colour **3. -Numbers** -To learn or review numbers 1-15. -Do some maths and play bingo **Self assesment,** -to review vocabulary through games and role play. Complete a table as self evluation for this half term.	**2. Dates** -To review/ learn days and months of the year. -To learn how to write the date for every lesson (don't use capitals in days and months) **3. Self assesment and review and learn more numbers 1-31** **-**To say when is my BD -Self assessment **-To broaden vocabulary and develop ability to understand new words that are introduced into familiar written material**	**-to express describe things in writing** **4. Self assesment,** -to review vocabulary through games and self evaluation table. **Video games/ film children to choose.**

Key vocabulary and/or Phonic Focus per half term				**Key vocabulary**: Hola-Mírame-Silencio-Escúchame-Siéntate Adios ¿Cómo te llamas? Me llamo…¿Qué tal? Bien-Mal-Regular- Fatal Colours- Dates- Numbers 1-12 . Once, doce **Inverted exclamation and question marks** (¿?) (¡ !) **Phonic Focus** **ES** and **CH:** escúchame **Ll-** Sounds like the English letter **'y'** **H**-is silent in Spanish **Y**- sounds like **'e'** **J-** sounds like a harsh English h ***Ñ-** practise sound! **Yo-** sounds like jo 'mayo'	**Key vocabulary**: . Araña, elefante, oso, idea, universo, llave, Espana, coche, hola, hamburguesa, casa, guitarra, jardin, Lunes, martes, miercoles, jueves, vierens, sabado y domingo Enero, febrero marzo, abril, mayo, junio, Julio, agosto, septiembre, cotubre, noviembre, diciembre Hoy es… **Phonic Focus** a- ah: papa, agua e-eh: esperanza, bebé i-ee: sí, chica o-oh: loco, bonito u-oo: grupo, futuro **Ll- Sounds like the English letter 'y'** **H-is silent in Spanish** **Y- sounds like 'e'** **J- sounds like a harsh English h** **Ñ**	**Key vocabulary**: Perro, gato, raton, serpiente, pajaro, conejo, hamster, pez, Araña Adjectivos: Pequeño/a Grande Bonito Colours ending with O to convert in feminine eg: Rojo to roja Plural: Ratones Plural: Peces **Phonic Focus** **J- sounds like a harsh English h** **RR-** audio lesson on rr. **Z-/zɛd/ (zed)** **Ñ** **Phonic Focus** **ES** and **CH** **Ll-** Sounds like the English letter **'y'** **H**-is silent in Spanish **Y**- sounds like **'e'** **J-** sounds like a harsh English h ***Ñ-** practise sound! **Yo-** sounds like jo 'mayo'
Skills	**LISTENING:** Repeat words modelled by teacher, or by songs and videos show understanding with an action, children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.					

	SPEAKING: Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating after the teacher or songs. Recognise a familiar question and respond with a simple rehearsed response, include some new words in the answers. Can repeat and say familiar words and short simple phrases, using understandable pronunciation. **READING** Begin to recognise written vocabulary/ single words, especially cognates in Spanish and texts. Begin to recognise written phrases and translating the meaning in English and compare both languages **WRITING** Copy simple vocabulary. Children can write some single words from memory, with plausible spelling or with support. Children can, with or without support, write sentences given by their teacher **GRAMMAR** Can differentiate masculine and feminine words and use gender and plural agreement in adjectives when doing descriptions. Recognise cognates. Can use indefinite and finite articles. Can use the high-frequency verb forms (I have, it is, there is/are). Use punctuation marks.					
Cultural Capital						
Provision for SEND or Higher Achieving pupils	HAP Add additional questions or answers. Give alternative work if they are Spanish speakers and have a good level of Spanish, otherwise try to encourage them to add new vocabulary, write texts and read more complicated books form the languages sections in the library. SEND Extra Support with images and give them simpler tasks, depending on level and their attendance to Spanish lessons.					
Assessment	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs

Year 4						
Theme/topic				**Basic Vocabulary Review**	**Family- La familia**	**Places Descriptions and Transports**
Lessons Topics and Learning Objectives				**1-2. General Review** -To review the content from year 3: _To review greetings and salutations. How to introduce yourself in Spanish. _To learn about Spanish speaking countries. To locate in a map where these countries are located and learn some cultural facts about them. _To review colours _To review numbers from 1-15 and learn numbers till 31. _Review Plurals: 's' and gender differentiation (they already had a lesson where I left worksheets with a role play intro, a map, and the colours- to review orally) and continue with the rest. **3. Phonics Review** -To review, from Y3, the sounds of vowels and consonants in Spanish	**1. Family** -To learn at least 6 members of the family and say how many siblings do I have. Review how to convert masculine words in feminine and singular in plurals. -To use the definite article 'un' 'una' correctly **2. Tengo/ I have** -To review how many siblings do I Have -To build sentences using the verb- I have (Tengo) **in present 1st person**. Learn the negative form (No tengo) **3. Mi Familia.** **To review vocabulary and understand a text about someone elses family.** **To work in a text about my family.** **Self assesment and review past vocabulary** -Self assess what we have learnt and identify what we need to review. Complete self-evaluation table.	**1. Places** -To name places in the city in Spanish while exploring Madrid's landmarks. -To use the following grammar: **_Indefinite Articles in Spanish –un-una**, **_Possessive- mi** **Y (e)- and** **_En mi ciudad hay… (In my city there is)** **_Negative: En mi ciudad no hay..** **2. Places Descriptions** -To say what there is in my city and describe places using adjectives and gender agreement. -Learning new adjectives. -expand vocabulary with more places: piscina, Iglesia. **3. Transports.** **Learning main transports and making sentences including places in the city.** -To learn the transports and verb to go/ ir -To identify cognates. **¿Cómo vas?**

				-To practise accurate pronunciation in Spanish -To learn the difference between the pronunciation in English and in Spanish when learning cognantes -To continue learning the Spanish alphabet through songs To practise words spelling		and say where to go –to make sentences using the verb to go (IR: ¿Cómo vas?) I present Voy en/ I go by **To make longer sentences** using places and transports and `prepositions a la/ al/ a el/
Key vocabulary and/or Phonic Focus				**Key vocabulary** Espana, Colombia, Argentina, Peru, Costa Rica, Chile, Venezuela, Ecuador, Cuba... Guinea Ecuatorial. ` **Phonic Focus** V- pronounced like B in English. Ñ- España GUE and **GUI** - you don't **pronounce** the U (it's silent in these cases) and the G sounds hard like in "girl" (guerra, guitarra). J- sounds like a harsh English h Ge= Pronounced as the Spanish J! **V pronounced as a B**	**Key vocabulary** -¿Cómo te llamas? -¿Qué tal? -Años -¿Cuántos? -Números **¿y tú?** -¿Madre Padre Hermano Hermana Hermanos Tia/o Abuelo/a Tengo/ no tengo hermanos Soy hijo unico/a **Phonic Focus** Ll- Sounds like the English letter 'y' H-is silent in Spanish Y- sounds like 'e' J- sounds like a harsh English h Qué-ké RR	**Key vocabulary** Un aeropuerto Un museo Un ayuntamiento Un estadio Un parque Un hospital Un cine Un mercado Una playa Un colegio/ escuela Adjectives: Ruidoso/a Grande Pequeño/ a Bonito/a Feo/a Tranquilo /a **Phonic Focus** Y-pronounced like the J in English. **Ayuntamiento** Que- ke **Parque**

					V- English B	En: Coche, bus, moto, autocar, tren, bicicleta, avión, barco A: Pie Yo voy en…I go by en/ a –prepositions Yo voy, tu vas, el va, ella va… To España Inglaterra Escocia Gales Playa Con Mi madre Mi hermana etc **Phonic Focus** **B and V- pronounced the same as B** **Pie** Review pronounciation ie and ei **Ñ** **RR: strong r** **Ga** **H** **Y**
Skills	**LISTENING:** Listen attentively to spoken language, including songs, and show understanding by joining in singing and responding (e.g. with an action) Pick out known words in an 'authentic' conversation Children can understand and respond to a range of familiar spoken words and short phrases. **SPEAKING:** Use common phrases, specially during role play Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers Children can perform short role plays on one topic, with several exchanges and secure pronunciation, including words from previous lessons Children can produce short prepared phrases on a familiar topic, with secure pronunciation.					

	READING Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases. Translate from Spanish into English when reading texts Identify new cognates in texts. **WRITING** Can write simple words and some short phrases from memory Can use understandable spelling. **GRAMMAR** Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and transports Differentiate gender and apply gender agreement					
Cultural Capital	N/A					Madrid landmarks
Provision for SEND or Higher Achieving pupils	HAP Add additional questions or answers. Give alternative work if they are Spanish speakers and have a good level of Spanish, otherwise try to encourage them to add new vocabulary, write texts and read more complicated books form the languages sections in the library. SEND Extra Support with images and give them simpler tasks, depending on level.					
Assessment	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs

Year 5						
Theme/topic	**General Review and Weather**	**Clothes**	**Weather**			
Lessons Topics and Learning Objectives	**1-2. Review** -To review basic through oral and written activities, extending the vocabulary. vocabulary _greetings: role play _colours: to review colours and pronunciation _numbers from 1-15 _Spanish speaking countries: where they are located in a map. **3. Domestic animals and descriptions** To review domestic animals. To learn colours as adjectives, practising gender agreement and plurals. **4. Phonics** **Vowels** -To learn vowels in Spanish and the difference with the vowels in English through listening activties. **Sounds** -To learn the most important sounds to improve pronountiation using a song, alphabet in Spanish, and spelling activties. **-Develop accurate pronunciation and**	**1. Clothes** -To be able to name at least 5 items of clothing, using the correct article Un-unos= masc una-unas= fem Review feminine and masculine **2. Llevo/ I wear** -To describe what you/ someone is wearing Yo llevo/ tú llevas/ él lleva/ Ella lleva **3. Clothes Descriptions** -To describe clothes, using adjectives and gender agreement **Article+Noun**	**1. Weather** -To learn how to describe different weather conditions in Spanish. Using correctly verbs: **Hacer: to make** **Estar: to be** -To use our body language to express weather while listening to a song. **2. Forecast** -To write a weather forecast in different Spanish cities. Including temperature. -To present a weather forecast to a partner and to class. **Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases** **3. To read and understand a poem by Gloria Fuertes** and write a poem on my own using the weather expressions.			

	intonation so that others understand when they are reading aloud or using familiar words and phrases **-Listen attentively to spoken language and explore the patterns and sounds of language through songs and rhymes**		**Appreciate stories, songs, poems and rhymes in the language** **Present ideas and information orally to a range of audiences**			
Key vocabulary and/or Phonic Focus	**Key vocabulary** Hola-Mírame-Silencio-Escúchame Siéntate Adios ¿Cómo te llamas? Me llamo…¿Qué tal? Bien-Mal-Regular- Fatal Colours- Dates-Numbers 1-12 **Inverted exclamation and question marks** (¿?) (¡ !) **Phonic Focus** **ES** and **CH:** escúchame **Ll-** Sounds like the English letter **'y'** **H**-is silent in Spanish **Y**- sounds like **'e'** **J-** sounds like a harsh English h ***Ñ-** practise sound! **Yo-** sounds like jo 'mayo' **Phonics** Araña, elefante, oso, idea, universo **Phonic Focus** a- ah: papa, agua e-eh: esperanza, bebé i-ee: sí, chica o-oh: loco, bonito	**Key vocabulary** Un Jersey Unos Pantalones Una Camiseta Un Vestido Unos calcetines Unas zapatillas Unas deportivas Verb: to wear- llevar **Phonic Focus** V-'b' J- sounds like a harsh English h Z-Z-/zɛd/ (zed) **Ll- 'y'**	**Key vocabulary** Norte, Sur, Este, Oeste Temperatura, Grados **Hace:** Calor, frío, mal tiempo, buen tiempo, sol **Está:** Lloviendo, nevando, nublado **Y (and)** **Montaña, calamar, mar, sol, arriba, abajo, en medio, palmera, tormenta, valle, niebla, rio, espantapájaros.** **Phonic Focus** Ll- Sounds like the English letter 'y' H-is silent in Spanish Y- sounds like 'e' J- sounds like a harsh English h Qué-ké Ll- Sounds like the English letter 'y' RR V- English B			

	u-oo: grupo, futuro **Ll- Sounds like the English letter 'y'** **H-is silent in Spanish** **Y- sounds like 'e'** **J- sounds like a harsh English h**					
Skills	**LISTENING:** Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary and sentences. Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. **SPEAKING:** Children can ask and answer questions on the current topic. Can produce some short phrases independently within a familiar topic, with good pronunciation. Can perform longer role-play adding vocabulary and sentences from previous lessons. Can work on a presentation with their partner and do a presentation orally. **READING** Read and show understanding of more complex written phrases Read and show understanding of a piece of writing based on the current topic Read short passages and pull answer questions on what they have read. Being able to translate from Spanish into English **WRITING** Use dictionaries to find the meaning of unknown words and to translate own ideas. Children can write words, phrases and short simple sentences from his/her repertoire with understandable spelling and with support. Writing a song and poem, using a fixed structure and their own vocabulary**.** **GRAMMAR** Use pronouns and verbs, start using the 1st, 2nd and 3rd person in a known frequency verb, verb TO BE. Use prepositions, articles, gender differentiation and agreement with confidence .Use connectors					
Cultural Capital	-		Spanish Geography -Poems by Spanish poet Gloria Fuertes			
Provision for SEND or Higher Achieving pupils	HAP Add additional questions or answers. Give alternative work if they are Spanish speakers and have a good level of Spanish, otherwise try to encourage them to add new vocabulary, write texts and read more complicated books form the languages sections in the library. SEND Extra Support with images and give them simpler tasks, depending on level.					
Assessment	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs

Year 6						
Theme/topic	**General Review and Vocabulary expansion**	**Body Parts and Descriptions**	**Food**			
Lessons Topics and Learning Objectives	**1-2. General Review** -To review basic vocabulary orally and through writing activities: Greetings, colours, numbers, Spanish speaking countries and family -To write and read a text about family using: -Se llama (is called) **Review likes and dislikes** **3-4. Pronouns and Verbs** -To learn pronouns: yo, tu, el, ella, ustedes, nosotras, vosotros, ellos (including feminine forms) -To learn how to conjugate verbs in Spanish in present tense. Conjugate verbs ending in ER-AR-IR playing a dice game -To make sentences conjugating the verbs and pronouns, using food and verbs such as comer/ beber -To practice translation from English into Spanish and vice versa	**1. Face parts** -To learn the parts of the face with Picasso's portraits. -To describe eyes, hair, using colours and gender agreement. Using plural agreement. **2. To play Guess Who in Spanish.** **-**To review and play the game, using the last lesson vocabulary and grammar. -Write few descriptions on the books. **3. Body parts** -To learn the song 'head-shoulders-knees and toes' in Spanish and complete activities to memorise more parts of the body.	**1. Food** -To be able to name at least 10 kinds of food and drinks in Spanish. Focusing on cognates. Learn the verbs: Drink (beber) and eat (comer), 1st person, present. -To write sentences saying what you 'normalmente' drink or eat. Bebo Como **Frequency Adverbs** -To learn frequency adverbs and say how often I eat or drink something through a listening activity. Write some sentences **2. Likes and dislikes and create a menu.** -To Review: me gusta/ no me gusta Me gustan/no me gustan -To review frecuency adverbs -To create a menu **3. Restaurant Role play** -To review food and drink, likes and dislikes and use the previous			

	speak in sentences, using familiar vocabulary, phrases and basic language structures		menu to create a conversation in a cafe with my partner and perform it. _**Camarero y cliente** **Speak in sentences, using familiar vocabulary, phrases and basic language structures** **Present ideas and information orally to a range of audiences** **Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help** **Present ideas and information orally to a range of audiences**			
Key vocabulary and/or Phonic Focus	**Key vocabulary** Salutations Greetings Spanish speaking countries Colours dates Family members: madre, padre, tia, tio, primo, prima, abuelo, abuela yo, tu, el, ella, ustedes, nosotras, vosotros, ellos Usted- ustedes Mirar- to watch	**Key vocabulary** Verb: tengo Un/ una – 'a' Los –the Las –the Adjectives: Fem/ singular- a Fem/ plural- as Masc/ singular-e/o Masc/ plural- es/os Cara Rodillas Cabeza Pies Nariz, Hombros Ojos Pelo, Orejas	**Key vocabulary** Pollo Agua Ensalada Arroz Verduras Limonada Pasta Café Pan Coca-cola Pescado Zumo de frutas Patatas Fritas Fruta Té Platos: dishes **EUROS** Entrada: starter Postre: dessert			

	Comer-to eat Beber- to drink Jugar- to play Dormir- to sleep Escuchar- to listen **Phonic Focus** J- sounds like a harsh English h Z- /zɛd/ (zed) LL-Sounds like the English letter 'y' RR H- silent	Boca Dientes Cabeza , ojos, orejas, boca, nariz Rodillas, piernas, pies, Espalda, barriga Brazos, hombros, manos Cuello **Phonic Focus** J- sounds like a harsh English h Z- /zɛd/ (zed) LL-Sounds like the English letter 'y' RR H- silent	Bebidas: drinks Comida: food Qué le gustaría comer? Y de beber? Me gustaría…(I would like) La cuenta: the bill **Phonic Focus** Ll- Sounds like the English letter 'y' É- accent in the last letter! RR- strong R V-B FAVOR ia- ea GUSTARÍA EU- EUROS			
Skills	**LISTENING:** Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand a short passage made up of familiar words and basic phrases and understand the general meaning of a song or text. **SPEAKING:** Engage in short scripted conversations. Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentences. Children can ask and answer simple questions on a few very familiar topics and can improvise answers using new vocabulary. **READING:** Practice reading longer texts aloud, containing taught phrases and vocabulary and cognates. Children can understand a short text made up of short sentences with familiar language on a familiar topic. **WRITING:** Adapt taught phrases to create new sentences. Children can write simple sentences or short text, using simple sentences from one familiar topic with reasonable spelling. Can translate from English into Spanish and vice versa. Can write a text on their own vocabulary and using a dictionary. **GRAMMAR:** Can use high-frequency verb forms, prepositions, connectors, pronouns, nouns, articles and adjectives to form simple sentences. Can relate cognates from three different languages. Can conjugate verbs using help. Write in future and past.					
Cultural Capital		Picasso's portraits	How to order in a restaurant in Spain			

Provision for SEND or Higher Achieving pupils	HAP Add additional questions or answers. Give alternative work if they are Spanish speakers and have a good level of Spanish, otherwise try to encourage them to add new vocabulary, write texts and read more complicated books form the languages sections in the library. SEND Extra Support with images and give them simpler tasks, depending on level.					
Assessment	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs	**Self assesment,** -to review vocabulary through games and songs