



Whole School SPANISH MFL Curriculum

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATIONS FOCUS	BELONGING 6 Weeks	CURIOSITY & CREATIVITY 7 Weeks	HEROES 6 Weeks	SPIRIT OF ADVENTURE 6 weeks	LEADERSHIP & RESPONSIBILITY 5 Weeks	FUN and EXCITEMENT 7 Weeks
YEAR 3	LOCATION, LOCATION, LOCATION	STONES AND BONES	AWESOME ANCIENT EGYPTIANS	AVENGERS ASSEMBLE!	PLANT POWER	ALL THE WORLD'S A STAGE
LESSONS	INTRODUCTION 1. Revise letters of the alphabet + classroom language 2. Introduction to the Spanish world – research a Spanish speaking country 3. I'm learning Spanish 1 (LAL)	NUMBERS 1. Revision of previous language 2. I'm learning Spanish 2 (LAL) - ask and answer the questions "¿cómo estás?", "¿cómo te llamas?" and introductions. 3. I'm learning Spanish 3 (LAL) - The numbers 1 to 10 along with ten colours 4. Christmas lesson (Idea – lesson on Día de los Inocentes)	MYSELF 1 1. Revise previous content about "¿cómo te llamas?" and introductions as well as addressing any misconceptions from the Autumn term. 2. Presenting myself – who you are, how old you are, where you live and where you are from. 3. Create a piece of work to present myself. (Can be written or oral or both)	MY FAMILY 1. Family - nouns and articles for members of the family 2. Concept of possessives ("mi" and "mis") as well as numbers (for ages) 3. Presentation on myself, my family and ages. *Easter lesson if time	MY HOUSE 1. La casa. (Vivo en + location. Monstañas, campo etc) 2. parts of the house (Rooms) 3. More parts of the house (More rooms) 4. Grammar – Talking about what there is and isn't (Hay/No Hay)	PETS 1. Do you have a pet? Introduce key vocab – 10 pets 2. Introduce questions about the pet (How old are they? What is their name?) 3. Simple role play about pets (Imaginary or otherwise)
SKILLS	Listening: Recognise letters of the alphabet when they hear them Use a gesture, hold up a picture to identify specific words when listening to simple songs, date, day. Speaking: Be able to say the numbers and alphabet to other children and teacher Reading: Recognise numbers in their written form (Uno, Dos, Tres) Writing: Recognise numbers letters of the alphabet when they hear them and be able to write them Grammar: Introduce the spanish 'ñ'	Listening: Recognise simple questions and be able to respond orally. Speaking: Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Reading: Recognise information about a person via a reading comprehension. Writing: Ask and answer simple questions about self e.g. name and age, birthday Grammar: Introduce the use of: ¡! and ¿?	Listening: Understand and respond to simple questions. Speaking: Ask and answer simple questions about self e.g. name and age, birthday Reading: Recognise information about a person via a reading comprehension. and a few high frequency verbs e.g. I am, I have. Writing: Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Write labels for things Grammar: Recognise masculine and feminine nouns	Listening: Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. Speaking: Articulate information about family members to another person. Reading: Read and understand familiar nouns e.g. family members Writing: produce a piece of work about a family Grammar: Recognise singular and plural possessives and use them effectively.	Listening: Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action. Speaking: Articulate where children live and what rooms of the house they have. Reading: Read and understand familiar nouns e.g. parts of the house, locations. Writing: Write one or two simple sentences, using a model e.g. parts of the house and where the house is. Write labels for things. Grammar: Begin to understand how the	Listening: Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases. Speaking: Communicate with others using simple words and short phrases. Reading: Read familiar words and short phrases accurately. Understand the meaning in English of short words and read in Spanish. Writing: Complete a simple gapped text Grammar: Use picture cards to build phrases to

					negative is formed in the new language	show position of a few adjectives of colour e.g. a red dog, a yellow cat.
YEAR 4	DESTINATION EUROPE	ROCK BAND	TIME COP	I'M A CHILD, GET ME OUT OF HERE!	HONEYDUKES	ALL THE WORLD'S A STAGE
LESSONS	MYSELF 2 1. Revision lesson (Introductions, numbers colours, previous content etc) 2. Presenting myself – who you are, how old you are, where you live and where you are from. 3. Poster/presentation – presenting myself	MUSIC 1. Instruments 1 2. Instruments 2 + and introduction of 'Tocar' 3. Other pronouns for 'Tocar' – Listening and reading activities 4. Christmas lesson (Idea – lesson on Día de los Inocentes)	CLOTHING 1. Clothing 1 – Vocab input and definite/indefinite Articles (L) 2. Clothing 2 and introduction of 'Me pongo'(LAL) (Reading) 3. Introduction of Cuando (Writing/Speaking)	FOOD 1. La fruta – learning about fruits with a focus on masculine and feminine. 2. las verduras – a reminder on genders 3. Listening lesson on fruits and vegetables (Easter lesson if time)	AT THE CAFE 1. At the café – food vocab (Opportunity for a research lesson on food Ss like to create a menu) 2. At the café – asking for the bill (Using the vocabulary from before) 3. At the café – role play.	ANIMALS 1. Animals 1 (Introduce Soy) 2. Animals 2 – Animal features (Cuernos, patas, dientes, etc) (Introduce Tengo) 3. Design your own animal. (Writing/Speaking) Students design a poster of an animal and present it to the class.
SKILLS	Listening: Understand higher numbers Speaking: Use a wider range of familiar nouns and adjectives to talk about themselves Reading: Understand key points in simple texts using familiar language e.g. How many.....are in the story? What colour is the? Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. Grammar: Begin to use pronouns e.g. The prince is handsome. He loves the princess.	Listening: Listen to up to three simple sentences using familiar vocabulary and answer questions Speaking: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered and incorporate a negative reply if and when required. Reading: Follow a text such as a song or poem whilst listening to it at the same time Writing: Write a few simple sentences using a word bank to describe e.g. She plays piano. Grammar: Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions Do you play...? Yes I like.... Does he play...? Yes he	Listening: Pick out phonemes, words and phrases in songs, stories and rhymes. Speaking: Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters Reading: Read aloud short pieces of text'. Understand most of what we read in Spanish. Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. Grammar: Begin to use pronouns e.g. The prince is handsome. He loves the princess.	Listening: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units Speaking: Express preference about what they like. Reading: Use strategies to work out meaning of new words Writing: Use simple conjunctions such as and, but, because to form more complex sentences. Grammar: Select the correct colour adjective to describe masculine and feminine nouns	Listening: Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound Speaking: Ask and answer questions using a wider range of question forms e.g. the time, the date and to seek help in the classroom e.g. Can you say that again please. I don't understand. Reading: Link phrases to make a sentence e.g. When I'm hungry, I eat apples. Writing: Experiment with writing new words Grammar: Place familiar adjectives e.g. size and colour in correct order.	Listening: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. Speaking: Express preference about what they like Reading: Read aloud short pieces of text'. Understand most of what we read in Spanish. Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. Grammar: Match correctly definite/indefinite article

		plays...				to singular and plural familiar nouns
YEAR 5	JOURNEY TO THE AMAZON	MISSION: SPACE	SAXON SETTLERS AND VIKING RAIDERS	THE CIRCLE OF LIFE	THE GREAT OAK HILL SEWING BEE!	ALL THE WORLD'S A STAGE
LESSONS	OUT AND ABOUT 1. Mi Ciudad - read and create simple sentences about places in a town. 2. produce with a partner a dialogue about a variety of personal information of our town (Feltham) 3. Imagine a town in the Amazon. What will be there?	THE WEATHER 1. The weather – Vocab Input 2. The weather (Reading and listening) 3. (Writing/Speaking) Presenting a weather report. (include clothes from previous topic) 4. Christmas lesson (Idea – lesson on Día de los Inocentes)	THE PLANETS 1. Los planetas. – learn the name of the planets. 2. Where are they in relation to other planets (Distance cerca/lejos) 3. What would the weather be like on those planets?	HABITATS 1. Habitats (Reminder on names of animals and fruit/vegetables) 2. Talk about animal habitats and the verb 'to need' 3. What plants the animals need using the verb 'to grow' (Easter lesson if time)	CLOTHING 1. Clothing 2 – Vocab input/ reminder and definite/indefinite Articles (LAL) revision of 'Me pongo' 2. Introduction of Cuando with the weather vocabulary (Writing/Speaking) 3. (potential option – newspaper fashion show, the students make clothes from newspaper and they need to describe them to the class)	OLYMPICS 1. Lesson on the Olympics (in the past) 2. Lesson on the Olympics (in the present -comparatives) 3. Learning about the Olympics today and the sports that are completed against.
SKILLS	Listening: Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using decoding skills. Speaking: Take part in conversations expressing likes, dislikes and preferences e.g. I like Feltham but I prefer Staines Reading: Understand longer passages in Spanish and start to decode the meaning of unknown words using cognates and context. Writing: Write three or four sentences using a word/phrase bank linked to a recent area of learning	Listening: Understand higher numbers including multiples of 10 Speaking: Begin to understand and express future intentions e.g. I am going swimming on Wednesday Reading: Understand longer passages in Spanish and start to decode the meaning of unknown words using cognates and context. Writing: Use simple conjunctions such as and, but, because to form more complex sentences. Grammar: Begin to know how to form the future tense e.g. I am going... Tomorrow it is going...	Listening: Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using decoding skills. Speaking: Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Reading: Practise reading aloud a poem or story to perform Writing: Change elements in a given text e.g. colour and size of a planet Grammar: Understand the word order of familiar adjectives and apply	Listening: Follow instructions and directions e.g. a recipe or simple directions Speaking: Give simple instructions and directions Reading: Practise reading aloud a poem or story to perform Writing: Use simple conjunctions such as and, but, because to form more complex sentences. Grammar: Begin to see how possessive articles e.g. my, his, her change according to gender	Listening: Identify key points in a new context e.g. a story, which contains familiar language Speaking: Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Reading: Read a variety of short simple texts e.g. stories, poems, non-fiction texts with familiar and new vocabulary Writing: Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to	Listening: Identify key points in a new context e.g. a story, which contains familiar language Speaking: Seek help and clarification e.g. I don't understand, can you repeat that, how is that written? Reading: Practise reading aloud a poem or story to perform Writing: Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able

	such as a meal, a scene, the weather, a planet. Grammar: Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy		correct endings, singular and plural, with increasing accuracy		manipulate the language and be able to substitute words for suitable alternatives. Grammar: Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. to be, to have, to eat, to play, to go	to substitute words for suitable alternatives. Grammar : Revision of gender and nouns and learn to use and recognise the terminology of articles. Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation and also be able to describe clothes in terms of colour.
YEAR 6	RING OF FIRE	THE OLD TOY SHOP	BRITAIN AT WAR	AT THE HEART OF THE JUNGLE	MAKING MEMORIES	ALL THE WORLD'S A STAGE
LESSONS	OUT FOR DINNER 1.Learn the vocabulary for an evening dinner menu. 2. En el restaurant.- create and perform a role play for a restaurant 3. Discuss what they ate and drank in the past using the pretérito.	SPANISH CULTURE Cultural unit – to learn more about the Spanish speaking world 1. Yo en el mundo -introduction to other Spanish speaking countries and some info about them 2. Hispanic 'fiestas' – Ss read about different festivals in Spain (Reading/Writing) 3. Students create a comparison of themselves and someone in a Spanish speaking country using the info from before.	MY CLASSROOM 1.Mi Clase (In the Classroom) Classroom equipment 2. What's in my pencil case? Classroom language (Stand up, sit down, open your books. 3.. Christmas lesson (Idea – lesson on Día de los Inocentes)	AT SCHOOL 1. At school (School subjects core vocabulary lesson) 2. At school (Opinions - me gusta/me gustan) Grammar – singular/plural 3. At school (Reasons – porque es útil) Also with a focus on singular and plural, masculine and feminine. 4. Presentation about Ss school life.	AT THE WEEKEND 1.At the weekend (List of activities) 2. (Learning to tell the time) quarter to, quarter past. 3. Use the activities and time to describe what you do at the weekend.	MY SPANISH JOURNEY 1. produce, with a group, pages of a newspaper showing elements of the language they have learnt at primary school. 2 present the newspaper as a presentation. 3.A summary/fun lesson on everything they have achieved in Spanish while at school.

SKILLS	<p>Listening: To listen to texts read by people other than the class teacher.</p> <p>Speaking: Understand and use transactional language e.g. in a restaurant</p> <p>Reading: Be able to tackle unknown language with increased accuracy, including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. Read and understand the main points and some detail from a short written passage e.g. extract from a story, email, message, poem, information, nonfiction text Read aloud with expression</p> <p>Writing: Use some simple adverbs to make sentences more interesting</p> <p>Grammar: Identify tenses from a selection of sentences written in the present, past and future tense.</p>	<p>Listening: Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen'.</p> <p>Speaking: Give a description of a place, geographical features in a country</p> <p>Reading: Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article</p> <p>Writing: Use adjectives to add interest and detail to a description</p> <p>Grammar: Begin to use past tense/future tense in spoken work</p>	<p>Listening: Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen'.</p> <p>Speaking: Seek clarification of meaning: I don't understand. Can you repeat that? Can you speak more loudly/slowly?</p> <p>Reading: Read in groups, their own written work</p> <p>Writing: Write a piece of text and learn to adapt models provided to show understanding of grammar covered. Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects and time.</p> <p>Grammar: Identify tenses from a selection of sentences written in the present, past and future tense.</p>	<p>Listening: Understand numbers in context e.g. the year, 24 hour clock, quantities</p> <p>Speaking: Express and justify opinions e.g. I like maths because it's fun.</p> <p>Reading: Read in groups, their own written work</p> <p>Writing: Make statements about what they read</p> <p>Grammar: Begin to use past tense/future tense in spoken work</p>	<p>Listening: To listen to texts read by people other than the class teacher.</p> <p>Speaking: Talk about the past in simple terms e.g. I ate / watched... / slept,</p> <p>Reading: Be able to tackle unknown language with increased accuracy, including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. Read and understand the main points and some detail from a short written passage e.g. extract from a story, email, message, poem, information, nonfiction text Read aloud with expression</p> <p>Writing: Have some understanding of how to use the past tense</p> <p>Grammar: Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>	<p>Listening: Understand numbers in context e.g. the year, 24 hour clock, quantities</p> <p>Speaking: Learn to recall previously learnt language and incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions where appropriate.</p> <p>Reading: Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article</p> <p>Writing: Have some understanding of how to use the past tense</p> <p>Grammar: Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>
---------------	--	--	---	---	---	---

