

# CURRICULUM DESIGN for Modern Foreign Languages

## MFL INTENT

*'A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.'* (The National Curriculum).

The Modern Foreign Languages Curriculum at Eden Park Primary and Nursery School intends to offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. This will be delivered through "Language Angels," a scheme that aims to instil pupils with a love of languages and other cultures - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The four key language learning skills - listening, speaking, reading, writing - will be taught from Year 1 to Year 6, and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. In addition, the curriculum will foster an interest in the countries and cultures where Spanish is a main language.

## MFL IMPLEMENTATION

The curriculum has been designed to enable pupils to learn incrementally more complex phonics, vocabulary and grammar – the 'Three Pillars' - and as a result, pupils should begin to independently produce their own Spanish sentences. Pupils' progression can be measured in how successfully they are able to combine phonics, vocabulary, and grammar that they have learned.

A complete suite of lessons is provided for every lesson. Interactive teaching resources are provided for lessons and a wide variety of topics are covered (including cross-curricular topics) with all instances of the foreign language pre-recorded using a native speaker. **Grammar** is threaded into every unit across all three teaching types: Early Language units, Intermediate Language units and Progressive Language units. In the Early Language units, grammar is taught implicitly, then it moves towards a more explicit approach in the Intermediate and Progressive units. Once introduced, grammar is constantly repeated and revisited in following units, preparing children for their language journey in Secondary school. Essential **vocabulary** is taught through the Core Vocabulary units. Knowledge Organisers for each unit are essential to encourage children to build upon prior knowledge; from Year 3, their Spanish 'dictionary' follows them through the school so that when they leave Year 6, they are fully prepared and excited to continue their language journey. From Year 3, the teaching of **phonics** is explicit in the first unit and then is revisited in subsequent units.

For those children that show a particular enthusiasm for MFL, French is offered as an Enrichment activity. Additionally, our Graduation Scheme gives children the opportunity to explore other languages – the aim is for children to foster a love for languages and deepen their understanding of the wider world.

## MFL IMPACT

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading, writing) is provided by an end of unit test on these skills. This information will be recorded by the teacher on the 'Tracking and Progression Tool' on Language Angels and will be monitored by the MFL Subject Leader who can use this data to ensure teaching is appropriate for each pupil, class and year group as well as to feedback on progress to SLT.

The impact of teaching and learning will also be determined through MFL Lead and/or SLT reviews: meeting children at the end of each unit, from Year 3 to Year 6, will provide them with the opportunity to display their understanding in speaking, listening, reading, writing and grammar. Information will be collated in our 'Quality of Education' document. We will know we have been successful if children have met their 'end points' which are specified in the planning document, display a love for languages and have a deeper understanding of the wider world.

# Progression of Knowledge

Our MFL curriculum begins in KS1. Although it is not statutory, children are introduced to Early Language and Core Vocabulary units where they begin to foster curiosity about the wider world. From Year 3, Autumn 1 is dedicated to revisiting Core Vocabulary and Phonetics. Year 3 continue with Early Language units; in Year 4 and 5, they progress onto Intermediate Language units.; in Year 6, the curriculum moves towards Progressive Language units. There are a couple of opportunities to link our Spanish learning with Long Enquiries, such as The Romans in Year 4 and WWII in Year 6.

In EYFS, children are provided with opportunities to make sense of the world around them, as well as our community in Brixham. Similarly, children understand cultural diversity in many ways: sharing stories, watching video clips on cultural festivals, listening to different musical genres, learn dances, taste food and try on clothes from other cultures. In Reception, children learn to say hello, goodbye, yes and no in Spanish.

Core Vocabulary (C)		Early Language units (E)		Intermediate Language units (I)		Progressive Language units (P)		Creative Curriculum (CR)	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Autumn 1	Greetings, hola, adios, buenas dias and si/no.	Greetings (E)	Fruits (E)	I'm learning Spanish (E)	Core Vocabulary (C) (Numbers, Days, Months)	Regular Verbs (C)	Irregular Verbs (C)		
				Phonetics lesson 1 (C)	Phonetics lesson 2 (C)	Phonetics Lesson 3 (C)	Phonetics Lesson 4 (C)		
Autumn 2			Feliz Navidad (C)	Ancient Britain (E)	The Romans (Cr)	At the Café (I)	Clothes (I)		
Spring 1		Numbers and Colours (E)	Seasons KS1 (E)	Vegetables (E)	Seasons KS2 (E)	My Home (I)	At School (P)		
Spring 2			Shapes (E)	Musical Instruments (E)	Presenting Myself (I)	What is the Date? (I)	Weekend (P)		
Summer 1		Days of the week (C)	Animals (E)	I Can (E)	Family (I)	The Weather (I)	WWII (Cr)		
Summer 2			Nursery Rhymes (E)	Little Red Riding Hood (E)	In the Classroom (I)	Goldilocks (I)	Me in the World (P)		

<p>End point:</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Grammar</p>	<p><b>By the end of EYFS,</b> children will:</p> <ul style="list-style-type: none"> <li>✓ Be able to say hello, goodbye, yes and no</li> </ul>	<p><b>By the end of Key Stage 1,</b> children will:</p> <ul style="list-style-type: none"> <li>✓ Learn to repeat the language they hear with accurate pronunciation</li> <li>✓ Articulate key words introduced and understand their meaning</li> <li>✓ Be able to identify the written versions of the words they hear</li> <li>✓ Start to reproduce nouns and determiners from a model</li> <li>✓ Appreciate short stories and nursery rhymes and start to understand some of the familiar words in what they hear</li> <li>✓ Start to understand that foreign languages have different structures to English, e.g. many nouns have determiners in foreign languages which we don't have in English</li> </ul>	<p><b>By the end of Key Stage 2,</b> children will build on their <b>prior knowledge</b> of the past and extend this further. Children will:</p> <ul style="list-style-type: none"> <li>✓ Communicate with others with improved confidence and accuracy, responding with opinions</li> <li>✓ Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity</li> <li>✓ Read aloud short pieces of text applying knowledge learnt from their phonics lessons and start to decode meaning of unknown words</li> <li>✓ Write short phrases, progressing to a paragraph, based on familiar topics incorporating conjunctions</li> <li>✓ Learn to manipulate the language and be able to substitute words for suitable alternatives</li> <li>✓ Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases</li> <li>✓ Understand the concept of gender and which determiners to use for meaning (e.g. 'the', 'a' or 'some')</li> <li>✓ Start to explore verbs (e.g. 'I wear...', 'he/she wears...') and describe items using colour, for instance (e.g. my blue coat)</li> <li>✓ Begin to explore regular and irregular verbs (e.g. 'to go', 'to do', 'to have' and 'to be')</li> </ul>
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Woven through our MFL curriculum are our 'Voices'. It is our intention that the voices are used, where appropriate, during MFL teaching. Children will therefore encounter these 'Voices' repeatedly throughout their time at Eden Park. They will use their prior knowledge of a specific 'voice' and build upon this in their MFL lessons. The 'Voices' are progressive.

## The Voices of MFL

### The Three Pillars of Progression– Vocabulary, Grammar, Phonics



Speaking		Reading	Writing	Listening
EYFS	<ul style="list-style-type: none"> <li>✓ I can repeat the language I hear by joining in</li> </ul>			<ul style="list-style-type: none"> <li>✓ I can listen to stories and music from other cultures</li> </ul>
KS1	<ul style="list-style-type: none"> <li>✓ I can repeat and understand the simple words that I hear</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can identify written words of the words that I hear</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can reproduce nouns and determiners from a model</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can appreciate rhymes and songs and start to understand some words</li> </ul>
Y3/4	<ul style="list-style-type: none"> <li>✓ I can pronounce words accurately</li> <li>✓ I can communicate with others using simple words and short phrases</li> <li>✓ I can ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can read familiar words and short phrases</li> <li>✓ I can read aloud short pieces of text</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can write familiar words and phrases using a model or vocabulary list</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can learn to listen to, enjoy and understand short stories and passages by picking out key words and phrases</li> </ul>
Y5/6	<ul style="list-style-type: none"> <li>✓ I can speak with increasing confidence, fluency and spontaneity</li> <li>✓ I can pronounce accurately with intonation</li> <li>✓ I can engage in conversations by asking and responding to questions</li> <li>✓ I can respond with opinions and justifications</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can understand longer sentences and start decoding meanings of unknown words</li> <li>✓ I can read aloud longer pieces of text</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can write some sentences or a short paragraph incorporating connectives</li> <li>✓ I can get the 'gist' of what is being written by picking out key vocabulary</li> <li>✓ I can present my ideas in various ways to a range of audiences</li> <li>✓ I can use a dictionary to help me</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can listen more attentively and for longer, understanding what has been said by picking out more vocabulary and phrases</li> <li>✓ I can get the 'gist' of what is being said by picking out key vocabulary</li> <li>✓ Y5/6</li> </ul>

	Year 1	Year 2	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	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.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. <u>EG:</u> 'I play the piano', 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <u>EG:</u> My name, where I live and my age.	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 to substitute words for suitable alternatives. <u>EG:</u> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <u>EG:</u> A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand that foreign languages can have different structures to English. <u>EG:</u> Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand that foreign languages can have different structures to English. <u>EG:</u> Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <u>EG:</u> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <u>EG:</u> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <u>EG:</u> adjectival agreement when describing nationality), the negative form and possessive adjectives. <u>EG:</u> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <u>EG:</u> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <u>EG:</u> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <u>EG:</u> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <u>EG:</u> which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <u>EG:</u> 'to go', 'to do', 'to have' and 'to be'.

	YEAR 1		
	Autumn	Spring	Summer
Unit	Greetings (E)	Numbers and Colours (E)	Days of the Week (C)
National Curriculum	Non-statutory	Non-statutory	Non-statutory
Specific content (substantiative Knowledge)	Learn how to say: Hello My name is How are you? How are you feeling? Goodbye See you soon	Learn colours Learn numbers 1-10	Pronounce, read and begin to spell the days of the week
Sequencing knowledge	<b>Prior knowledge:</b> In EYFS, children learn Hola, Buenos dias, adios and si/no <b>Future knowledge:</b> Children will continue to learn key vocabulary (numbers and colours)	<b>Prior knowledge:</b> Last term, children learned how to say hello and goodbye in Spanish, and they asked some simple questions such as How are you? How are you feeling? <b>Future knowledge:</b> Children will continue to learn key vocabulary (days of the week)	<b>Prior knowledge:</b> So far, children have learned basic key vocabulary (hello, goodbye, numbers and colours) <b>Future knowledge:</b> In Year 2, children will continue learning <b>from the</b> Early Language units (Fruits, Christmas, Seasons, Shapes, Animals and Nursery Rhymes). They will begin to understand that many nouns have determiners.
Vocabulary	buenos días, Hola me llamo ¿cómo estás? ¿cómo estás?, estoy bien, estoy mal, más o menos adiós ¡hasta luego!	rojo, amarillo, azul negro, blanco, naranja, uno, dos, tres cuatro, cinco seis, siete, ocho, nueve, diez	Lunes, Martes, Miércoles, Jueves, Vernes, Sábado, Domingo
Grammar	Start to understand that foreign languages have different structures to English.	Understand that foreign languages have different structures to English.	Start to understand that many nouns have a determiner in foreign languages which we don't have in English.
Computing Links	Interactive games	Interactive games	Interactive games



	YEAR 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	I'm Learning Spanish (E)  Phonetics lesson 1 (C)	Ancient Britain (E)	Vegetables (E)	Musical Instruments (E)	I Can (E)	Little Red Riding Hood (E)
National Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>		<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>		<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul> The starred (*) content above will not be applicable to ancient languages.	
Specific content (substantiative Knowledge)	Key facts about Spain, basic geography of Spain and the countries that surround it. Learn fixed phrases in Spanish to say how they are feeling answering the question ¿cómo estás? Role play activity with the children. Learn numbers and 10 basic colours. Phonics - CH, J, Ñ, LL, RR	"I am a man..." and "I am a woman..." from the Stone Age. "I have..." and add the main tool used in the Stone Age. "I live..." and add the most typical types of dwellings used in the Stone Age	Vegetables in their plural form using the feminine plural definite article "las" and the masculine plural definite article "los". Vocabulary for weight. Role-play activity where they can pretend to be buying and selling vegetables in a Spanish market.	Nouns and determiners for instruments. Introduce the children to the Spanish verb tocar (to play) using the form 'toco' (I play)	First ten verbs / everyday activities that they might do in their day. Spanish verb 'poder' in the form of 'puedo' (I can) – listening, reading and writing activities.	Using this well-known story children will develop their listening skills in Spanish as well as using cognates to develop their understanding of the vocabulary presented in the story.
Sequencing knowledge	<b>Prior knowledge:</b> Children will have been introduced to Spanish in KS1; greetings numbers and colours were taught in Year 1. <b>Future knowledge:</b> In the next unit, children will learn Ancient Britain, linked to this term's LE.	<b>Prior knowledge:</b> Last term's Long Enquiry was Life in the Stone Age so chn will have a good prior knowledge. <b>Future knowledge:</b> Children in Year 3 will continue with Early Language units.	<b>Prior knowledge:</b> So far, children will have some core vocabulary. They would have encountered Fruits in Year 2. <b>Future knowledge:</b> In the I can unit, children may use their knowledge of fruits and vegetables to say what they can do.	<b>Prior knowledge:</b> Last term's Short Enquiry was Keyboards. Children will have visited the music room. <b>Future knowledge:</b> In the I can unit, children may use their knowledge of instruments to say what they can do.	<b>Prior knowledge:</b> Children have learnt about food, instruments, etc that may feature in this unit. <b>Future knowledge:</b> In Year 4 Presenting Myself, children will continue to learn about what they can do.	<b>Prior knowledge:</b> At the end of Year 2, children will have learnt Nursery Rhymes, using cognates to develop understanding. <b>Future knowledge:</b> In Year 5, they will learn the story of Goldilocks.
Vocabulary	¿cómo estás? ¿cómo te llamas? Numbers 1 to 10 / 10 basic colours (including rojo / azul / verde etc.	La historia de la antigua Gran Bretaña, la edad de piedra, "soy un hombre...", "soy una mujer..." "tengo..." "vivo..."	las verduras, las espinacas, las cebollas las verduras, las judías verdes, los champiñoneslas, los calabacines, las patatas, un kilo de...medio kilo de..., Quisiera..., por favor, ¿Puedo ayudarte? ¿Algo más? ¿Cuánto cuesta?	trompeta / la guitarra, el piano / los címbalos, etc.. toco....	bailar (to dance) / cocinar (to cook) etc. escuchar (to listen) / beber (to drink) puedo...	Caperucita Roja, la abuela / la abuelita, el lobo, el cazador, el bosque, los padres, los dientes, la casa
Grammar	Nouns have determiners. High frequency verbs in the first person.	High frequency verbs in the first person.	Nouns have determiners High frequency verbs in the first person. Gender	Nouns have determiners High frequency verbs in the first person..	High frequency verbs in the first person.	Nouns have determiners.
Computing Links	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Trans.	Interactive games/Sway/ Adobe Spark/ Google Translate



	YEAR 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Regular Verbs (C) Phonetics lesson 3 (C)	At the Café (I)	My Home (I)	What is the Date? (I)	The Weather (I)	Goldilocks (I)
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul> <ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul> <ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages.</p>					
Specific content (substantiative Knowledge)	An introduction to Spanish personal pronouns. Regular IR, ER and AR verbs. Phonemes: GA, GE, GI, GO, GU	Children will learn a variety of typical snacks and drinks available in a Spanish cafe so as to be able to order the items in an authentic role play situation.	Nouns and determiners for masculine and feminine rooms. Plus in my home there is/are... in my home there is not.../there are no..."	Revise Days of week and Months of Year in Core Vocabulary (C) before starting this unit. Focus on the pronunciation and spelling of the twelve months of the year. The listening and reading and matching pairs games are fun consolidation activities.	Revise seasons KS2 (E). Focus on spelling through the use of gap-fill activities and a matching pairs game. Children to create an authentic weather forecast in Spanish. Can be spread over a longer period of time if necessary incorporating more ICT.	Using this story teach the children how to develop their listening skills in Spanish as well as using cognates to develop their understanding of the vocabulary presented in the story. They will also be encouraged to write their own versions of the story.
Sequencing knowledge	<b>Prior knowledge:</b> Chn will have learnt Phonetics lesson 1 and 2 in previous year groups. <b>Future knowledge:</b> Irregular verbs will be taught in Year 6.	<b>Prior knowledge:</b> Chn will have learnt Fruits and Vegetables in Year 2 and 3. <b>Future knowledge:</b> Conjunctions will be taught in the next two units.	<b>Prior knowledge:</b> Use of the negative form was learnt In the Classroom in Year 4. <b>Future knowledge:</b> this units links with Me in the World in Year 6.	<b>Prior knowledge:</b> Chn will have prior knowledge of days of week and months of year taught in Core Vocabulary units. <b>Future knowledge:</b> Chn can say the date every day.	<b>Prior knowledge:</b> Chn will have prior knowledge of days of week and months of year taught in Core Vocabulary units. <b>Future knowledge:</b> Chn can say what the weather is like every day.	<b>Prior knowledge:</b> Chn will have read the story of Little Red Riding Hood in Year 3. <b>Future knowledge:</b> Chn will be reading longer passages in the Progressive Units in Year 6.
Vocabulary	Yo, Tú, Nosotros, Vosotros, Ellos etc Comer, Vivir and Hablar.	Quiero... / por favor / selection of Spanish foods and drinks including: un zumo, un té con leche, un croissant, la mantequilla, ¿qué quieres desayunar?	una casa, un piso, en la ciudad, en la costa en mi casa hay..., una cocina, un comedor etc. en mi casa hay... en mi casa no hay...	¿Cuándo es tu cumpleaños? ¿Qué fecha es hoy? / el.. mi cumpleaños es...	está lloviendo / hace frío / hay tormenta bienvenido al pronóstico del tiempo / en el norte etc	ricitos de oro y los tres osos
Grammar	Regular verbs. Gender and nouns. Adjectival agreement. Possessive adjectives.	High frequency verbs. Conjunctions and connectives.	Nouns have determiners. High frequency verbs in the first person. Negative form. Conjunctions and connectives.	Conjunctions and connectives.	Nouns have determiners. High frequency verbs in the first person.	Nouns have determiners. High frequency verbs in the first person.
Computing Links	Interactive games/Sway/ Adobe Spark/ Google Trans.	Interactive games/Sway/ Adobe Spark/ Google Trans.	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate

	YEAR 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Irregular Verbs (C) Phonetics Lesson 4 (C)	Clothes (I)	At School (P)	Weekend (P)	WWII (Cr)	Me in the World (P)
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul> <ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul> <ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages.</p>					
Specific content (substantiative Knowledge)	Spanish irregular verbs IR (to go), TENER (to have), SER and ESTAR (to do)	Revise days of week before unit. Items of clothing with a strong focus on using the correct gender / determiner for each item. I wear.. To wear	School subjects and correct gender. Subjects they like and do not like. Opinions and justifications. Introduction to telling the time.	Chn will be exposed to phrases that allow them to talk about their weekend in depth. It is very pictorial in presentation. Also an activity to consolidate telling the time. Say longer sentences using connectives.	Learn how to decode longer passages of text. Break text down into nouns, adjectives and verbs enabling them how to 'gist' the meaning when presented with new vocabulary. Listen to Vera's story.	Intro to 4 friends, where they live and which languages they speak. Examine the flag and currency for each country. Full list of Spanish speaking countries. Festivals: El Día De Los Muertos, El Carnaval, La Semana Santa and Eid.
Sequencing knowledge	<b>Prior knowledge:</b> Chn will have learnt regular verbs in Year 5. <b>Future knowledge:</b> Continue regular and irregular verbs in following units.	<b>Prior knowledge:</b> Regular verbs and days of week learnt in Year 5. <b>Future knowledge:</b> Regular and irregular verbs taught in following units.	<b>Prior knowledge:</b> This unit links within the Classroom in Year 4. <b>Future knowledge:</b> Continue with telling the time in the next unit.	<b>Prior knowledge:</b> Connectives introduced in Clothe unit. <b>Future knowledge:</b> longer conversations will be in Me in the World unit.	<b>Prior knowledge:</b> Chn will be learning WWII in their longer LE. <b>Future knowledge:</b> longer conversations will be in Me in the World unit.	<b>Prior knowledge:</b> Intro to this in I'm Learning Spanish in Year 3 and Presenting Myself in Year 4. <b>Future knowledge:</b> Continue learning Spanish and Geography in KS3.
Vocabulary	Yo, Tú, Nosotros, Vosotros, Ellos etc. Phonemes B, V, CC, QU, Z	una gorra / una camisa, las gafas / los guantes llevar, llevo	el español / el inglés / las matemáticas etc. / opinions including 'si a mí me gusta...' / 'no a mí no me gusta...'	'y cuarto' / 'y media' etc. / 'son las...' etc 'juego al fútbol' / 'voy a la piscina'	'Inglaterra' / 'Francia' etc. / 7 languages spoken including 'en Inglaterra se habla... en la ciudad la vida es	Me llamo..., Vivo en..., Hablo... Mi fiesta preferida es..., hay bandas de música en las procesiones, es
Grammar	Irregular verbs. Gender and nouns. Adjectival agreement. Possessive adjectives	Nouns have determiners. High frequency verbs in the first person. Adjectives and adjectival agreement. Possessive adjectives. Conjunctions. Regular whole verb.	Nouns have determiners. High frequency verbs in the first person. Adjectives and adjectival agreement. Use of the negative form. Conjunctions and connectives. Regular whole verb. Opinions and justifications.	Nouns have determiners. High frequency verbs in the first person. Conjunctions and connectives. Irregular whole verb. Opinions and justifications	Nouns have determiners. High frequency verbs in the first person. Adjectives and adjectival agreement. Conjunctions and connectives.	Nouns have determiners. High frequency verbs in the first person. Conjunctions and connectives. Opinions and justifications
Computing Links	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/Sway/ Adobe Spark/ Google Translate	Interactive games/ Sway/ Adobe Spark/ Google Translate