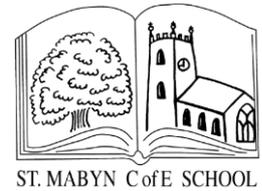




St Mabyn

Church of England Primary School



MFL Curriculum

At St Mabyn school, through God's love we learn,
grow and flourish together.

St Mabyn Church of England Primary School

Our school is one part of a family of well-connected schools. It is a small, nurturing school packed full of love: love for one another; love for learning; love for our neighbours and community and love for God. It comfortably sits in the heart of a picturesque, small rural village being over looked by St Mabyn Church. In our school, adults and children collaborate to create a safe learning environment where everyone can flourish and achieve greatness, becoming curious imaginative life-long learners. St Mabyn School is the gateway through which the future possibility of the adult emerges.

1 John 3:18

"My little children, let us not love in word or tongue, but in deed and in truth,"

Overview

At St Mabyn Primary School, we recognise the importance of MFL in our pupils' education. There are numerous personal, cultural, social and career benefits in being able to communicate with confidence in another language. We believe that every child at St Mabyn should be given the chance to develop their MFL skills to build a basis for future language learning.

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." - Nelson Mandela

Statement of Intent

Our Writing curriculum is shaped by our school vision, values and curriculum drivers CAN:-

Develop a Caring heart- Children will find out who they are, their place within the world, how they fit in and can aspire to make a difference.

Develop an Active mind and body- Children will have the wisdom to use their knowledge and skills to be the best learners now and for their future.

Develop a Nurturing character- Children will stand up for themselves and others; respect each other, be prepared for personal challenge and successfully collaborate.

At St Mabyn School, we intend to develop an interest in and thirst for learning foreign languages, in turn, developing a further understanding of our own languages. We want our pupils to be enthusiastic, engaged and challenged to develop their ability to use and understand another language. Our MFL Curriculum aims to encourage the awareness of our pupils as to what lies behind another language, enhancing the richness and diversity of different cultures. We hope to embed the essential skills of speaking, listening, reading and writing as well as gaining an insight and understanding of international culture. We hope to lay the foundations for future language learning.

Implement

Progression

At St Mabyn, for the delivery of our Spanish Curriculum, we have 2 mixed aged classes – KS1 and KS2. Our teachers are supported with planning to ensure coverage of all national curriculum elements within the age groups in their classes. In KS1, MFL is not taught in lessons but referenced to within, to build a basis for KS2. Teaching in KS2 is delivered in whole classes, small groups and staggered tasks where appropriate.

Coverage –

Our curriculum coverage changes yearly, and is dependent on class structures for the year and prior knowledge. Our current coverage for the year following school closure is below.

Coverage for KS2 2020-2021 -

Autumn Term

To learn the key phonics vowel words

To learn basic greetings and giving your name

To understand and recall orally the numbers 1-10

To ask how old someone is and give own age

To know the remaining key phonics sounds words

To practise and embed the phonics knowledge

To use the question '¿Tienes? (Do you have?) in a game

To learn the nouns for items in a pencil case

To embed the pencil case nouns

To ask 'Do you have a..?' and respond

To ask 'What do you have in your pencil case?' and respond

To practise the sound-writing relationship

To learn some key facts about Christmas in Spain

To learn a Spanish Christmas song

Spring Term

To learn some key classroom language

To learn 9 new nouns - animals - (with the indefinite article)

To learn how to make nouns plural in Spanish

To learn how to say 'a' and 'some'

To learn the adjectives of colour

To listen and read along

To describe animals with colours

To join in with a song

To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language

Summer Term

To learn nouns for different fruit

To learn the names of the days of the week

To learn food nouns from the Hungry Caterpillar story

To consolidate the new language from lessons 1,2,3

To listen to and understand a Spanish story

To develop confidence and memory by retelling the HC story

To use knowledge of colours to create a butterfly

To learn some words for snacks

To ask 'What do you want?' and respond 'I want'

To ask / answer from memory

To write individual words from memory

See language below

Year A

WALT	Language
To learn the key phonics vowel words	Phonics - las vocales A - araña, E - elefante, I - idea, O - olvidar, U - universo
To learn basic greetings and giving your name	Greetings Hola (Hello) ¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself) ¿Cómo estás? (How are you?) muy bien, gracias (very well, thanks) estupendo (great), bien (well) regular (ok), mal (bad), fatal (awful)
To understand and recall orally the numbers 1-10	Los números 1-10 (numbers 1-10) (un), uno, una dos tres cuatro

	<p>cinco seis siete ocho nueve diez</p>
To ask how old someone is and give own age	<p>1-10 and giving age ¿Cuántos años tienes? (How old are you?) Tengo ... años. (I am ..years old)</p>
To know the remaining key phonics sounds words	<p>Phonics (2) CA - casa, CE - cerdo, CI - ciclista, CO - coche, CU - cucaracha GA - gato, GE - gemelo, GI - gimnasia, GO - gol, GU - gusano, GUE - guepardo, GUI - guitarra J - jota, H - hamburguesa, ñ - España, Z - zumo, LL - llave</p>
To practise and embed the phonics knowledge To use the question '¿Tienes?' (Do you have?) in a game	<p>Phonics cards ¿Tienes? (Do you have?) Sí, tengo. (Yes, I do have.) No, no tengo. (No, I don't have.)</p>
To learn the nouns for items in a pencil case	<p>Pencil case un estuche (a pencil case) un bolígrafo (a pen) un lápiz (a pencil) un lápiz de memoria (a USB) un sacapuntas (a sharpener) un bote de pegamento (a glue stick) una regla (a ruler) una goma (a rubber) unos rotuladores (felt-tip pens) unas tijeras (scissors)</p>
To embed the pencil case nouns To ask 'Do you have a..?' and respond	<p>Pencil case ¿Tienes un/una...? (Do you have a?) Sí, No (Yes, No)</p>
To ask 'What do you have in your pencil case?' and respond	<p>Pencil case ¿Qué tienes en tu estuche? (What do you have in your pencil case?) En mi estuche, tengo...(In my pencil case I have...)</p>
To practise the sound-writing relationship	<p>Phonics</p>
To learn some key facts about Christmas in Spain	<p>La Navidad en España</p>
To learn a Spanish Christmas song	<p>La Navidad en España</p>
To learn some key classroom language	<p>Classroom language 1. ¡Silencio! (Silence!) 2. ¡Sacad un bolígrafo! (Get out a pen!) 3. ¡Un voluntario! (A volunteer) 4. ¡Abrid los cuadernos! (Open your exercise books!) 5. ¡Mirad! (Look!) 6. ¡Brazos cruzados! (Fold your arms!) 7. ¡Entregad los cuadernos! (Give your books in!) 8. ¡Escuchad! (Listen!) 9. ¡Escribid! (Write!)</p>

To learn 9 new nouns - animals - (with the indefinite article)	9 animales - nouns un gato (a cat) un perro (a dog) un pez (a fish) un oso (a bear) un pájaro (a bird) un pato (a duck) un caballo (a horse) una rana (a frog) una oveja (a sheep)
To learn how to make nouns plural in Spanish	9 animales - plurals Nouns as above with 's' added.
To learn how to say 'a' and 'some'	9 animals - articles Articles change: un -- unos, una -- unas
To learn the adjectives of colour	Los colores (Colours) azul (blue), rojo (red), blanco (white), negro (black), verde (green), amarillo (yellow), pardo (brown), morado (purple)
To listen and read along	(Oso Pardo) Brown bear story
To describe animals with colours	Listening / Reading - describing pictures
To join in with a song	Old MacDonald
To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language	additional stories / songs
To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language	additional stories / songs
To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language	additional stories / songs
To learn nouns for different fruit	La oruga hambrienta (hungry caterpillar) - la fruta una manzana / las manzanas una pera / las peras una ciruela / las ciruelas una fresa / las fresas una naranja / las naranjas
To learn the names of the days of the week	Days of the week - sign language gestures los días de la semana - lunes, martes, miércoles, jueves, viernes, sábado, domingo
To learn food nouns from the Hungry Caterpillar story	Food from the story un trozo de pastel de chocolate un pepino un helado una loncha de queso una rodaja de salchichón una piruela una porción de tarta de frutas una salchicha una magdalena un trozo de sandía
To consolidate the new language from lessons 1,2,3	Food from the story

To listen to and understand a Spanish story	Video of the story - ordering the text
To develop confidence and memory by retelling the HC story	Re-telling the story
To use knowledge of colours to create a butterfly	Making a butterfly
To learn some words for snacks	Snack foods una ensalada (a salad), una hamburguesa (a hamburger), una limonada (a lemonade), una fruta (a fruit), unas patatas fritas (some chips), un perrito caliente (a hot dog), un helado (an ice cream), un zumo (a juice), un bocadillo (a sandwich)
To ask 'What do you want?' and respond 'I want'	Ordering food in a café ¿Qué quieres? (What do you want?) Quiero un / una...(I want a) Por favor (please) Gracias (thank you) De nada (you're welcome)
To ask / answer from memory	In a café - role plays (Language as above)
To write individual words from memory	Display - favourite snacks on plates

Progression

Year B

WALT	Language
To remember key language of the classroom and basic greetings	Revision greetings + classroom language
To revise numbers 1-10 and days of the week To learn numbers 11 - 31	Numbers 1-31 + revision days of the week once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno
To consolidate numbers 1-31 To learn the months of the year	Numbers 1-31 + months los meses - enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
To ask and answer 'What date is it today?'	Months + dates ¿Qué día es (hoy)? (What day is it (today))? Hoy es martes. (Today is Tuesday). ¿Qué fecha es (hoy)? (What date is it (today))?
To learn the names of the seasons To join in with a Spanish song	Seasons, number of days in each month el verano (summer), el invierno (winter), el otoño (autumn), la primavera (spring) San Fermin song
To learn how to ask for and say your birthday To sing Happy Birthday in Spanish	Asking for and giving b-day Happy Birthday song

To listen to, watch and follow a video clip with unfamiliar vocabulary	Birthday celebration vocabulary Making a birthday card ¡Feliz Cumpleaños! ¡Felicidades! el cumpleaños una tarjeta una fiesta un regalo un globo una tarta los amigos una pelota una flor (flores) el mejor delicioso maravilloso magnífico
To learn some typical exclamations in Spanish	Responding to a video story ¡Qué lastima! ¡Qué horror! ¡Oye! ¡Mira! ¡Vamos! ¡Vale!
To use language of days, dates, and celebrations to make a birthday party invitation	Making a party invitation
To learn about a typical celebratory custom from Mexico	Making a piñata
To learn new Christmas vocabulary	La Navidad Papá Noel un pinguino un regalo un reno un árbol de Navidad un duende un muñeco de nieve una hada una estrella una campana
To learn about the key Christmas dates for Spanish people	La Navidad
To learn the words for key shapes	Shapes un círculo (a circle), un triángulo (a triangle), un cuadrado (a square), un rectángulo (a rectangle), un óvalo (an oval), un punto (a dot), un ojo (an eye), una estrella (a star), una espiral (a spiral), una estrella (a star)
To combine colour and other adjectives with shapes	Shapes & colours colours - rojo, azul, verde, amarillo, violeta, marrón, gris, blanco, negro, rosa, naranja, other adjectives - recto (straight) curvo (curved), pequeño (small), grande (big), fino (thin), grueso (thick)

To learn how to describe where things are in a picture	Prepositions of place - describing pictures Arriba (at the top / above) Abajo (at the bottom / below) A la izquierda (to the left) A la derecha (to the right) En el centro (in the centre) encima de (on top of) debajo de (underneath)
To use the language to describe pictures	Describing Miró pictures Use language from lessons 1,2,3
To create own picture and description	Creating own picture & description Use language from lessons 1,2,3
To learn the nouns for parts of the face	Parts of the face (un ojo) / los ojos (eyes), el pelo (hair), (el diente)/los dientes (teeth), la cabeza (head), la cara (face), la nariz (nose), la boca (mouth), la oreja / las orejas (ears), + adjectives above
To combine adjectives and nouns to describe faces	Parts of the face & adjectives Language as above
To use the language to describe faces	Describing Picasso faces Language as above
To learn the nouns for parts of the body	Parts of the body la mano (hand), la pierna (leg), la garganta (throat), la espalda (back), la rodilla (knee), el estómago (stomach), el brazo (arm), el pie (foot)
To design and describe a monster picture	Designing & describing monster pictures Use language as above
To learn nouns for family members	Nouns for family members un hermano (brother), una hermana (sister), una madre (mother), un padre (father), los padres (parents), un abuelo (grandfather), una abuela (grandmother)
To learn the alphabet	¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?) Alphabet introduction A - a, B - bé, C - thé, D - dé, E - é, F - effé, G - jé, H - aché, I - ee, J - jota, K - ka, L - ellé, M - emé, N - ené, O - o, P - pé, Q - koo, R - erré, S - esé, T - té, U - ubé, W - ubé doblé, X - ekeys, Y - yé, Z - theta
To use the alphabet to spell names	Alphabet practice - with names
To ask and answer 'Do you have?' 'What is s/he called?' and 'How do you spell that?'	Siblings & pets - asking & answering survey, including spelling names ¿Tienes..? (Do you have..?) ¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?)
To learn adjectives for describing hair & eyes	Describing hair & eyes Tengo los ojos azules, verdes, grises, negros, marrones (blue, green, grey, black, brown eyes) el pelo largo, corto, mediano, liso, rizado, ondulado, rubio, moreno, castaño, marrón, negro, rojo (long,

	short, medium, straight, curly, wavy, blond, dark, chestnut, brown, black, red hair)
To use language for describing hair & eyes	Describing hair & eyes Language as above
To use language to describe his/her hair and eyes	Describing hair & eyes Language as above
To use language to describe his/her hair and eyes	Describe pictures / paintings Language as above
To listen and follow the story of the Giant Turnip	Storytelling - the giant turnip el nabo gigante - the giant turnip el padre, la madre, el hermano, la hermana, el perro, el gato, el ratón planta(n) - s/he plants roga(n) - s/he waters llega - arrives Un día (One day) Luego (then) Después (afterwards) Al final (finally)
To re-tell the story with actions	Storytelling - the giant turnip Language as above
To use the language from this term to describe an invented or famous family	Describing a family (own or other) Language from this term
To use the language from this term to describe an invented or famous family	Describing a family (own or other) Language from this term

Year C

WALT	Language
To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn.	Classroom language Introduce question words (with gestures) ¿Cómo? ¿Qué? ¿Dónde? ¿Cuándo? ¿Quién? ¿Con quién? ¿Cuánto? ¿Cuántos? ¿Cuál?
To revise and extend knowledge of the numbers needed to tell the time	Learning the 5 x table + song cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y cinco, cincuenta
To learn how to ask for and give the time (hour, half and quarter)	Asking for & giving the time ¿Qué hora es? (What time is it?) Es la una / Son las cinco..(It's one o'clock, It's five o'clock)
To consolidate and extend the ability to ask for / give the time	Asking for & giving the time ¿Qué hora es? (What time is it?) Son las cinco y diez. (It's ten past five.) Son las cinco menos veinte. (It's twenty to five).
To say 'at ... o'clock.' To describe what you usually have for breakfast.	What time do you have breakfast? What do you have for breakfast? ¿A qué hora desayunas? (What time do you have breakfast?)

	<p>¿Qué desayunas? (What do you have for breakfast?) Desayuno (I have for breakfast)... un yogur (a yoghurt), cereales (los) (cereals), pan (el) (bread), una tostada (a piece of toast), fruta (la) (fruit), mantequilla (la) (butter), mermelada (la) (jam), leche (la) (milk), té (el) (tea), café (el) (coffee), chocolate caliente (el) (hot chocolate), zumo de naranja (el) (orange juice) (Key grammar: use the indefinite article (un/una) OR omit the definite after verbs of eating/drinking)</p>
To learn how to communicate likes and dislikes	<p>Recycle familiar foods & introduce opinions (me gusta/no me gusta) Me gusta(n) (I like) No me gusta(n)(I don't like)</p> <p>(Key grammar: use the definite article (el / la) after verbs of like/dislike)</p>
To consolidate and embed the new language	<p>More food & opinions Learn food & opinions song</p>
To learn to use different persons of the regular -AR verb DESAYUNAR. To write short sentences about what different people eat for breakfast.	<p>¿Qué desayunas? (What do you have for breakfast?) Using different parts of the -AR verb desayunar. (yo) desayuno (tú) desayunas (él / ella) desayuna (nosotros) desayunamos (vosotros) desayunáis (ellos / ellas) desayunan</p>
To learn how to say you prefer. To practise saying what you eat and drink for lunch on different days.	<p>La comida en el cole - what time is lunch? Packed lunch or school dinners? I prefer... I like/ don't like ¿A qué hora comes en el colegio? (What time do you have lunch in school?) ¿Qué prefieres? Comida del cole / Comida de casa (School dinners / Packed lunch)</p>
To practise looking up new nouns in a dictionary.	<p>Developing dictionary skills with nouns Dictionary lesson 1 Using alphabetical order, working out when to use a dictionary and when not to Combining new language with verbs of like and dislike to create new sentences.</p>
To use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them. To use expressions of frequency to add detail.	<p>Mealtimes and expressions of frequency siempre (always) normalmente (usually) a veces (sometimes) nunca (never)</p>
To practise the use of -AR and -ER regular verbs in different persons. To build sentences using verbs, time expressions and food items.	<p>Eating habits Language from this module.</p>

To develop use of a dictionary for nouns. To apply phonics knowledge to new language	¿Cómo se pronuncia? Sports & dictionary skills lesson 2 - alphabet of sports
To ask for and give opinions about sports	Sports & likes/dislikes (me gusta/no me gusta) - survey ¿Te gusta (el rugby)? (Do you like (rugby)? el fútbol (football), el rugby (rugby), el ciclismo (cycling), el tenis (tennis), el esquí (skiing), el atletismo (athletics), la natación (swimming), la gimnasia (gymnastics)
To talk about the sports you do To use two key verbs in the present tense	Saying what sports you play/do Saying what sports you do using 'Juego al...' or 'Practico...' Combining these with opinions and linking words to produce extended responses. Key grammar: use of a + definite article for playing sports
To talk about the sports you know how to do.	Saying what sports you know how to do play/do (Sé jugar al/ practicar) Focus on skiing (in Spain) ¿Qué deportes sabes practicar? Sé practicar/jugar al ... Extending key answers with extra detail.
To learn expressions of frequency to say how often you do different sports.	Saying how often you do something Los lunes (On Mondays) etc with rest of the days of the week Todos los días (every day) Una vez a la semana (once a week) Dos veces a la semana (twice a week) A veces (sometimes) Nunca (never)
To learn the pronouns. To learn the 6 verb endings and see the formal layout of a verb table.	Regular -AR verb Practicar - to do (sports) (yo) practico (tú) practicas (él / ella) practica (nosotros) practicamos (vosotros) practicáis (ellos / ellas) practican
To write and adapt sentences to describe sports done using the verb 'practicar' including when and how often these are done.	Saying when & how often you do something
To use the different parts of practicar to talk about the actions of others	AR-verb paradigm practice - talking about the sports others do
To use verbs to give instructions	Using the command form to give simple movement instructions Dad la vuelta (Turn around), ¡Saltad! (Jump!), Dad un paso a la derecha (Take a step to the right), Toca los pies (Touch your feet), Poned las manos arriba (Put your hands up), Dad un paso a la izquierda (Take a step to the left), Poned las manos abajo (Put your hands down)
To use verbs to give instructions	Creating a simple exercise/dance routine (and dance Hokey Cokey in Spanish)

To extend the range of language to give levels of like / dislike. To use gustar / encantar with singular and plural nouns.	Revision of likes / dislikes me gusta/no me gusta - introduce me encanta / odio Focus on using verbs of opinion with nouns/accurate gender
To identify different types of music and give likes / dislikes	Different types of music Giving opinions of different types of music el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional En mi opinión (in my opinion) Pienso que (I think that)
To learn the names of some instruments	el teclado (keyboard), el piano, el saxófono, el tambor (drum), el cajón (Peruvian drum), la flauta (recorder / flute), la batería (drums), la trompeta (trumpet), la guitarra, la zampoña (Peruvian pan pipes that all school children learn)
To look up new nouns to check for meaning using an online dictionary	Saying what instruments you hear Identifying Spanish words for instruments Referring to a dictionary (3)
To ask about and say which instrument you play	Asking & saying which instrument you play ¿Qué instrumento tocas? (What instrument do you play?) ¿Qué instrumento sabes tocar? (What instrument can you play?)
To listen and understand (and join in with) the Spanish version of a popular children's song	Asking & saying which instrument you play Song - I am the music man
To learn the -AR verb tocar (to play instruments) in the present tense	Toco, tocas, toca, tocamos, tocáis, tocan
To learn some new adjectives	Learning to give reasons with 'porque' tranquilo / ruidoso (quiet / noisy) emocionante / aburrido (exciting / boring) divertido / serio (fun / serious) tradicional / moderno (traditional / modern)
To use adjectives to give reasons for liking / disliking music or instruments	Learning to give reasons with 'porque' ¿Te gusta...? (Do you like?) ¿Por qué te gusta..? (Why do you like..?) Porque es + adjective (masc. / fem. ending)
To practise dialogues asking / answers questions about music and instruments	Interviews about music
To use language learnt for a new purpose	Creating own song/rap
To develop confidence in performance and develop memory skills To practise evaluating own and others' performances and giving feedback	Performing

Year D

WALT	Language
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<p>To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn</p>	<p>Classroom language + reasons for learning Spanish</p>
<p>To describe a variety of weathers in the present tense</p>	<p>Describing weather ¿Qué tiempo hace? (What's the weather like?) Hace buen tiempo (it's good weather), hace calor (it's hot), hace frío (it's cold), hace mal tiempo (it's bad weather), hace sol (it's sunny), hace viento (it's windy), hay niebla (it's foggy), hay tormenta (it's stormy), llueve (it's raining), nieva (it's snowing). el invierno (winter), el otoño (autumn), la primavera (spring), el verano (summer)</p>
<p>To use the language of weather to describe typical climates in different places, combining with familiar expressions of frequency</p>	<p>Describing weather En .. en invierno siempre hace frío. (In ... in winter it's always cold.) en invierno (in winter), en otoño (in autumn), en primavera (in spring), en verano (in summer), a veces (sometimes), normalmente (usually)</p>
<p>To learn the names of five countries and describe their flags To revise adjectival agreement</p>	<p>Introduction to names of 5 countries. Recognising and describing flags, using correct colour and adjectival agreement. ¿Qué país es? (What country is it?) el país / los países Inglaterra, Alemania, Francia, España, Irlanda ¿De qué color es la bandera? (What colour is the flag) Es blanca y roja.</p>
<p>To learn some key vocabulary to describe why countries are well-known</p>	<p>What countries are famous for ¿Por qué es ... famoso/a? (Why is ... famous?) Es famoso/a por ...(It's famous for...) las patatas (potatoes), la lluvia (rain), el baile irlandés (Irish dancing), el té (tea), pescado y patatas fritas (fish and chips), la familia real (royal family), las salchichas (sausages), los coches (cars), la cerveza (beer), el queso (cheese), el pan (bread), el vino (wine), el flamenco, la playa (beach), el sol (sun)</p>
<p>To learn some key language to describe features of Spain To learn how to say a lot / many</p>	<p>Focus on Spain - Hay + plural nouns + mucho(s) un río / muchos ríos (a river, lots of rivers) un puerto / muchos puertos (a port, lots of ports) un aeropuerto / muchos aeropuertos (an airport, lots of airports) una playa / muchas playas (a beach, lots of beaches) una montaña / muchas montañas (a mountain, lots of mountains)</p>
<p>To read and understand a text about Spain with some unfamiliar language To become more confident with using 'mucho'.</p>	<p>Describing Spain and using mucho/a/os/as</p>
<p>To work out from visual and textual clues the meaning of new words To pronounce accurately new words from text</p>	<p>Geography - main cities in Spain and points of the compass la ciudad / las ciudades (the town/city - towns/cities) Bilbao, Pamplona, Barcelona, Madrid, Valencia,</p>

	Granada, Cádiz norte, noreste, este, sureste, sur, suroeste, oeste, noroeste (points of the compass) en la costa
To say exactly where you live	Saying where you live ¿Dónde vives? Vivo en... ¿Dónde vives exactamente? Vivo en un pueblo en el este de Inglaterra que se llama..... Using the cardinal points already learnt.
To learn words to say what is in a town To create sentences to say / write there is / there is not	Places in the town ¿Qué hay en (Cambridge)? (What is there in (Cambridge))? un castillo (a castle), un mercado (a market), un estadio (a stadium), un centro comercial (a shopping centre), un polideportivo (a sports centre), un cine (a cinema) una piscina (a swimming pool), una universidad (a university), muchas tiendas (lots of shops), muchos museos (lots of museums), muchos parques (lots of parks), muchos restaurantes (lots of restaurants)
To embed the new vocabulary for places in the town and have a short conversation. To practise alphabetising new language and memorising vocabulary.	Places in the town
To use language with more independence to describe places To use key verbs in the 3rd person (Hay, Tiene, Está) and key verbs of like / dislike with reasons, recycling language from Y5	Describing photos & giving opinions ¿Te gusta...? (Do you like...?) Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer) ¿Te gusta...? (Do you like...?) ¿Por qué te gusta...? (Why do you like...?) Porque me parece ... (because it seems...) Porque creo que es... (because I think it is...) sucio / limpio (dirty / clean) tranquilo / ruidoso (quiet / noisy) divertido / aburrido (fun/ boring) bonito / feo (pretty / ugly) tradicional / moderno (traditional / modern) turístico / industrial famoso / conocido
To use a word list to write a text in response to a picture To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words)	Describing photos & giving opinions
To explore a Spanish poem To practise memory and performance skills	Exploring a Spanish poem La plaza tiene una torre - Antonio Machado
To understand longer sentences To practise writing longer sentences from memory	Introduction to 5 festivals & sentence-building E.g. En julio en Pamplona hay una fiesta que se llama San Fermín. (In July in Pamplona there is a festival which is call San Fermín.)
To understand language presented in sentences, some of which is unfamiliar To listen to passages of 15 - 25 words and identify the gist to identify the festival. (Passages include some new language, mostly cognates)	Introduction to festivals and listen & identify 5 x festivals. España es famosa por sus fiestas: Spain is famous for its festivals Fiestas celebran la tradición y la cultura española:

	<p>Festivals celebrate Spanish tradition and culture En muchas fiestas la gente baila, canta y toca instrumentos: In lots of festivals people dance, sing and play instruments. En muchas fiestas también hay fuegos artificiales: In lots of festivals there are also fireworks.</p>
<p>To read and understand a short text about the Carnaval de Cádiz To use a dictionary, if needed, to help identify unknown words</p>	<p>Carnaval de Cadiz - match Q & As ¿Cuándo es? (When is it?) Es en (julio) (It is in (july)) ¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days). ¿Dónde está? (Where is it?) Está en..(It is in) ¿Qué lleva la gente? (What do people wear?) La gente lleva... (People wear...) ¿Qué hay...? (What is there...?) ¿Qué opinas de..? (What do you think about...?)</p>
<p>To give opinions and reasons for liking / disliking / preferring this festival to the Cádiz Carnaval</p>	<p>Las fallas Key language for all 5 x festivals me gusta(n) / me encanta(n) / odio / prefiero me parece (it looks / seems) / creo (I believe) hay / se llama (it is called) baila(n) (dances) / toca(n) (plays) / canta(n) (sings) se celebra(n) (is celebrated) / lleva(n) (wears) dura(n) (lasts) / la fiesta / las fiestas (festival / festivals) / la gente (people) / un instrumento (an instrument) / la tradición (tradition) / la cultura (culture) / sombreros (hats), gafas (glasses), pelucas (wigs), un pañuelo (scarf), una camiseta (t-shirt), un traje tradicional (traditional dress), un disfraz (fancy dress) / fuegos artificiales (fireworks), canciones (songs), petardos (firecrackers), figuras de papel maché (papier maché figures) / el encierro (bull running), la corrida de toros (bull fight)</p>
<p>To work out from visual and textual clues the meaning of whole sentences To pronounce accurately new words from text</p>	<p>Feria Key language as above.</p>
<p>To write (independently) sentence answers to familiar questions to produce a description of the San Fermín festival To give opinions and justify those reasons</p>	<p>San Fermín (+ revision of song) Key language as above.</p>
<p>To read and understand a short text about the Tomatina To use reading strategies to work out the overall meaning and some detail.</p>	<p>La Tomatina + reading comprehension task (level 4) Key language as above.</p>
<p>To use key language from this module to describe a festival in the UK.</p>	<p>Describe a UK festival (writing task) ¿Cuándo es? (When is it?) Es en (julio) (It is in (july)) ¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days). ¿Dónde está? (Where is it?) Está en..(It is in)</p>

	¿Qué lleva la gente? (What do people wear?) La gente lleva... (People wear...) ¿Qué hay...? (What is there...?) ¿Qué opinas de...? (What do you think about...?)
	Research task - holiday destinations (web quest)
	Research task - holiday destinations (web quest)
	Research task - holiday destinations (web quest)
	Describing a holiday picture
	Describing a holiday picture
	Holiday reading tasks
	Holiday reading tasks
	Writing a holiday postcard
	Writing a holiday postcard
	Revision + transition tasks
	Revision + transition tasks
	Revision + transition tasks

Impact

In our school, there is clear progression through our curriculum and teacher's expectations in subject knowledge. Within their learning of Spanish grammar, our pupils are consolidating and strengthening their understanding of English grammar too. We encourage our pupils to develop a love for languages with the incorporation of teaching Spanish and intercultural understanding, in order to allow our children to have a deepened ability to show respect, and to celebrate and welcome differences in our world.

"El lenguaje nos ayuda a capturar el mundo, y cuanto menos lenguaje tengamos, menos mundo capturamos." - Fernando Lázaro Carreter