MFL Curriculum Overview

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|  | **Autumn Term – Topic 1 and Topic 2** | **Spring Term – Topic 3 and Topic 4** | **Summer Term – Topic 5 and Topic 6** |
| **MFL Lower Key Stage 2** | **Phonics 1 and 2**  **I’m Learning Spanish**  Identify Spain on a map of the world.  Highlight famous Spanish cities.  Talk about other countries where Spanish is spoken.  Say their name and how they are feeling in Spanish.  Count to ten in Spanish.  **Animals**  Recognise, recall, and spell up to ten animals in Spanish with their correct indefinite article/determiner.  Understand better that articles/determiners have more options in Spanish than they do in English.  Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ (I am), from the infinitive verb ‘ser’ (to be).  **Los Saludos (Greetings) taught outside of the Spanish lesson – incidental learning.**  *Simple phrases introduced throughout the school:*  *Answering register/ school lunch options*  *Can I go to the toilet? Hello and goodbye* | **I can**  Recognise some common Spanish verbs/activities.  Use these verbs to convey meaning in English by matching them to their appropriate picture.  Use these verbs in the infinitive with puedo  **Fruits**  Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns.  Ask somebody in Spanish if they like a particular fruit.  Say what fruits they like and dislike. | **Presenting Myself**  Count to 20 in Spanish.  Say their name and age in Spanish.  Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling.  Tell you where they live in Spanish.  Tell you if they are Spanish or English, introducing concept of gender and agreement  **The café**  Order from a selection of foods from a Spanish menu.  Order from a selection of drinks from a Spanish menu.  Order a Spanish breakfast and typical Spanish snacks.  Ask for the bill.  Remember how to say hello, goodbye, please and thank you. |
| **Phonics 1 and 2**  **Shapes**  Name and recognise up to 10 shapes in Spanish Attempt to spell some of these nouns  Recognise that nouns are commonly associated with an article in Spanish and in this case ‘un’ or ‘una’.  Have an opportunity to revise numbers 1-5.  **Musical Instruments**  Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner.  Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in Spanish.  Learn to say and write ‘I play an instrument’ in Spanish using the high frequency 1st person regular verb ‘toco’ (I play) with up to ten different instruments.  **Los Saludos (Greetings) taught outside of the Spanish lesson – incidental learning.**  *Simple phrases introduced throughout the school:*  *Answering register/ school lunch options*  *Can I go to the toilet? Hello and goodbye* | **Vegetables**  Name and recognise up to 10 vegetables in Spanish.  Attempt to spell some of these nouns (including the correct article)  Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.  Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.  **Ancient Britain**  Learn and use the Spanish for “I am” (Soy), “I have” (Tengo) and “I live” (Vivo).  Name in Spanish, the six key periods of ancient Britain, introduced in chronological order.  Be able to say in Spanish three of the types of people who lived in ancient Britain.  Tell somebody in Spanish the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.  Name the three types of dwellings people lived in during the stone age, bronze age and iron age. | **In Class**  Recognise and repeat from memory simple classroom objects and use the correct gender  Say what they have and do not have in their pencil case.  Recognise and respond to simple classroom commands and praise  **Habitats**  Tell somebody in Spanish the key elements animals and plants need to survive in their habitat.  Tell somebody in Spanish examples of the most common habitats for plants and animals and give a named example of these habitats.  Tell somebody in Spanish which animals live in these different habitats.  Tell somebody in Spanish which plants live in these different habitats. |

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| **Yr 5** | **Phonics 3**  **Do you have a pet?**  Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish.  Tell somebody in Spanish if they have or do not have a pet.  Ask somebody else in Spanish if they have a pet.  Tell somebody in Spanish the name of their pet.  Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”).  **What is the date?**  Repeat and recognise the months of the year in Spanish.  Ask when somebody has a birthday and say when they have their birthday.  Say the date in Spanish.  Create a Spanish calendar.  Recognise key dates in the Spanish calendar. | **Family**  Say the nouns in Spanish for members of their family.  Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.  Continue to count, reaching 100, to enable students to say the age of various family members.  Understand the concept of mi and mis in Spanish.  **My Home**  Say whether they live in a house or an apartment and say where it is.  Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.  Tell somebody in Spanish what rooms they have or do not have in their home.  Ask somebody else in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). | **Olympics**  Tell somebody in Spanish the key facts of the ancient Olympics.  Tell somebody in Spanish the key facts of the modern Olympic games.  Look for cognates and highlight key words when learning how to decode longer texts  Say the nouns in Spanish for key sports in the current Olympic games.  Conjugate the irregular verb PRACTICAR enabling the students to say what sports they play and what sports they do not play.  Understand the concept of gender, using el and la when you say you play a sport in Spanish.  **Clothes**  Repeat and recognise the vocabulary for a variety of clothes in Spanish.  Use the appropriate genders and articles for these clothes.  Use the verb LLEVAR in Spanish with increasing confidence.  Say what they wear in different weather/situations.  Describe clothes in terms of their colour and apply adjectival agreement.  Use the possessives with increased accuracy  . |

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| **Yr 6** | **Phonetics 4**  **At School**  Repeat and recognise the vocabulary for school subjects.  Say what subjects they like and dislike at school.  Say why they like/ dislike certain school subjects.  Tell the time (on the hour) in Spanish.  Say what time they study certain subjects at school  **Healthy Lifestyle**  Name and recognise ten foods and drinks that are considered good for your health.  Name and recognise ten foods and drinks that are not considered good for your health.  Say what activities they do to keep in shape during the week.  Say in general what they do to keep a healthy lifestyle.  Learn to make a healthy recipe in Spanish. | **The Weekend**  Pupils learn to ask what the time is in Spanish.  Pupils learn to tell the time accurately in Spanish.  Pupils learn how to say what they do at the weekend in Spanish.  Pupils learn t to integrate connectives into their work.  Pupils present an account of what they do and at what time at the weekend.  **World War 2**  Group/order unknown vocabulary to help decode texts in Spanish  Improve their listening and reading skills  Name the countries and languages involved in WW2  Say what the differences were in city and country life during the war  Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside | **Me in the World**  Pupils learn about the many countries in the world that speak Spanish.  Pupils learn about different festivals (religious and non-religious) around the world.  Pupils learn that we are different and yet all the same.  Pupils learn that we can all help to protect our planet.  **Planets**  Name and recognise the planets in Spanish on a solar system map.  Spell at least five of the planets in Spanish.  Say an interesting fact about at least four of the planets in Spanish.  Explain the rules of adjectival agreement clearly in Spanish. |