

MFL Objectives

L1 - Listen attentively to spoken language and show understanding by joining in and responding

L2a - Explore the patterns and sounds of language through songs and rhymes

L2b – Link the spelling, sound and meaning of words

S1a – Ask and answer questions

S1b- Express opinions and respond to those of others

S1c – Ask for clarification and help

S2 - Speak in sentences, using familiar vocabulary, phrases and basic language structures

S3 - Describe people, places, things and actions orally (to a range of audiences)

R1 - Read carefully and show understanding of words, phrases and simple writing

R2 - Appreciate stories, songs, poems and rhymes in the language

R3 - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

R4a - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material

R4b – Use a dictionary

W1a - Write words and phrases from memory

W1b -Adapt phrases to create new sentences, to express ideas clearly

W2 - Describe people, places, things and actions in writing

G1 - Gender of nouns - definite and indefinite articles

G2 – Singular and plural form of nouns

G3 – adjectives (place and agreement)

G4- Conjugation of high-frequency verbs (and negative forms)

G5 - Conjunctions and qualifiers, adverbs and adverbial phrases of time, prepositions of place

Objectives covered in each unit:

These objectives will naturally be covered through the teaching of new vocabulary. Children will have the opportunity to listen to spoken language, practise the pronunciation of new words, correctly spell new vocabulary and build these words into questions and sentences.

L1 - Listen attentively to spoken language and show understanding by joining in and responding	Children will listen to and repeat new vocabulary as it is taught
L2a - Explore the patterns and sounds of language through songs and rhymes	Introduce phonics clouds or mind maps. Songs linked to taught vocabulary
L2b – Link the spelling, sound and meaning of words	Make sure meaning is clarified and children can link the written form to the spoken word
S1c – Ask for clarification and help	Signal a problem: Señor(a), tengo un problema Ask for help: ¿Puede ayudarme?
S2 - Speak in sentences, using familiar vocabulary, phrases and basic language structures	Each vocabulary unit should be structured so that words are used within complete sentences
R1 - Read carefully and show understanding of words, phrases and simple writing	Within each unit, give children the opportunity to read phrases and demonstrate understanding
R3 - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Children will accurately read words using knowledge of phonics
R4a - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material	Vocabulary will broaden through teaching of new words. Unfamiliar words will be introduced through stories.
R4b – Use a dictionary	Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words
W1a - Write words and phrases from memory	After structured support, all children should be able to write words and phrases in each unit.

<p>S1a – Ask and answer questions</p> <p>Questions to teach and use throughout language teaching</p>	<p>¿Qué es? What is it? ¿Dónde está...? Where is...? ¿Qué significa...? What does...mean? ¿Cómo se dice... en español/ en Inglés? How do you say... in Spanish/ English?</p>
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Prior Knowledge from KS1

Year 2 may have focused on Spain as part of their European Study topic. As part of this topic, they may have been introduced to certain words and phrases in Spanish.

Units to Cover

For each unit, around seven new words should be taught. As well as teaching the vocabulary for each unit, the objectives below must be covered.

It is not necessary to include a song in each unit, but these are great fun and aid pronunciation and memory.

Once a half term, a story should be listened to and enjoyed. The children will not understand all of the words, but it will give them the opportunity to listen to spoken Spanish and to dissect the story in order to find out what the words might mean from the pictures and words they already recognise.

Year 3 and 4

Phonics

As new words are introduced, please also focus on the pronunciation of certain letters so that the children are able to accurately pronounce these letters when they encounter new words.

<p>Websites</p>	<p>https://www.bbc.co.uk/bitesize/topics/ztgtqfr/articles/zmbxdp3</p>
<p>Phonics Clouds/ Mindmaps</p>	<p>When focusing on a sound, select words which all contain the same sound. The children may not recognise the words but they should be able to use their knowledge of phonics to correctly pronounce these unknown words.</p>

Year 3

Months and seasons to be taught throughout the year. Weather Unit to be covered early on in the year so this vocabulary can be used as a review at the start of each lesson.

S1a – Ask and answer questions ¿Cuándo es tu cumpleaños? (When is your birthday?) Mi cumpleaños es en...

Unit	Objectives - next step in unit once vocabulary has been embedded
Introduce Yourself and Greetings	S1a – Ask and answer questions ¿Cómo te llamas? (What are you called?) Me llamo..... (I am called...) ¿Cómo estás? (How are you?)
Weather (<i>el tiempo</i>)	S1a – Ask and answer questions ¿Qué tiempo hace? (What's the weather like?) Hace... (It is...)
Numbers 1-10 (including how old are you) (<i>los números</i>)	S1a – Ask and answer questions ¿Cuántos años tienes? (How old are you?) Tengo...años. (I am ___ years old) ¿Cuántos ... hay? (How many... are there?) Hay... (There is/ there are...) G4- Conjugation of high-frequency verbs Tengo... años (I am ___ years old)
Days of the week (<i>los días de la semana</i>)	S2 - Speak in sentences, using familiar vocabulary, phrases and basic language structures Hoy es... (Today is...) Mañana es ... (tomorrow is)
Colours (<i>los colores</i>)	S1a – Ask and answer questions ¿Qué color es? (What colour is it?)

Year 4

Unit	Objectives - next step in unit once vocabulary has been embedded
Numbers 11-20	
Food (<i>la comida</i>)	S1b- Express opinions and respond to those of others Me gusta... No me gusta... (I like...I don't like...) G1 - Gender of nouns - definite and indefinite articles
Sports (<i>los deportes</i>)	S1b- Express opinions and respond to those of others Me gusta... No me gusta... (I like...I don't like...)
Animals (<i>los animales</i>)	S1a – Ask and answer questions ¿Tienes una mascota? (Do you have a pet?) Tengo... (I have...)
Clothes (<i>la ropa</i>)	G1 - Gender of nouns - definite and indefinite articles <u>la</u> falda - a skirt G2 – Singular and plural form of nouns los <u>z</u> apatos - shoes G3 – adjectives (place and agreement) la falda verde - a green skirt el vestido rojo - a red dress

Year 5

Unit	Objectives - next step in unit once vocabulary has been embedded
<p>Numbers 20-30</p> <p>Hobbies (<i>el tiempo libre</i>)</p> <p>Prior to teaching this unit, gather information about the hobbies of the children in your class so that you can teach vocabulary specific to them.</p>	<p>S1a – Ask and answer questions ¿Qué deportes sabes practicar? (What sports can you play?) ¿Qué instrumento tocas? (What instrument do you play?)</p> <p>S1b- Express opinions and respond to those of others Me gusta... (I like...) No me gusta (I don't like...)</p> <p>G5 - Conjunctions and qualifiers, adverbs and adverbial phrases of time, prepositions of place</p> <p>S3 - Describe actions orally</p> <p>W2 - Describe actions in writing Los lunes, los martes... (On Mondays, On Tuesdays) Cada fin de semana (each weekend), cada semana (each week)</p>
<p>Family (<i>la familia</i>)</p>	<p>Note articles: possessive pronoun</p> <p>S1a – Ask and answer questions ¿Cuántos hermanos tienes? (How many brothers and sisters do you have?) Tengo...hermano(s) y ...hermana(s) (I have...brother(s) andsister(s))</p>
<p>Parts of the body (<i>los partes del cuerpo</i>)</p> <p>Please note: teach <i>castaño</i> and <i>rubio</i> for brown and blond hair colour</p>	<p>S1a – Ask and answer questions ¿De qué color son tus ojos? (What colour are your eyes?) ¿y tu pelo? (And your hair/)</p> <p>S3 - Describe people orally (to a range of audiences)</p> <p>W2 - Describe people in writing</p>

Review unit - children bring together everything from previous units to ask and answer questions and to write about themselves. This could take the form of a role play interview but children should also have the opportunity to write about themselves.

W1b -Adapt phrases to create **new sentences, to express ideas clearly**

W2 - Describe people, places, things and actions in writing

Year 6

Unit	Objectives - next step in unit once vocabulary has been embedded
Numbers up to 100 - look at multiples of 10 and then the patterns within each ten	
Family Description	<p>S1a – Ask and answer questions ¿Cómo se llama tu padre? Mi padre se llama... ¿Cómo se llama tu madre? Mi madre se llama... ¿Cuántos hermanos tienes? Tengo una hermana y dos hermanos. ¿Cuántos años tiene tu hermana? Mi hermana tiene años</p> <p>G4- Conjugation of high-frequency verbs (and negative forms) Mi padre se llama... Mi hermana tiene...</p> <p>S3 - Describe people orally (to a range of audiences)</p> <p>W2 - Describe people in writing https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/z34q4xs</p> <p>A mi hermano le gusta... (My brother likes...) Mi hermano tiene los ojos verdes (My brother has green eyes)</p>
Time (<i>la hora</i>)	<p>S1a – Ask and answer questions ¿Qué hora es? (What time is it?) Es la una / Son las cinco..(It's one o'clock, It's five o'clock)</p>
Routines (<i>las rutinas</i>)	<p>S1a – Ask and answer questions S3 - Describe actions orally</p> <p>W2 - Describe actions in writing</p> <p>¿A qué hora desayunas? (What time do you have breakfast?) ¿Qué desayunas? (What do you have for breakfast?) ¿A qué hora comes en el colegio? (What time do you have lunch in school?) ¿A qué hora comes, meriendas, cenas? (What time do you have lunch, have tea, have dinner?)</p>

Where do you live? (*¿Dónde vives?*)

Vocabulary to teach:

- Places in a town - teach un/una rather than el/la
- quantifiers - muchos/muchas (many), algunas/algunos (some)
- adjectives to describe places

S1a – Ask and answer questions

¿Dónde vives? (Where do you live?)

Vivo en... (I live in...)

¿Qué hay en tu ciudad? (What is there in your city?)

Hay... (There is/ there are...)

S3 - Describe actions orally

W2 - Describe actions in writing

G2 – Singular and plural form of nouns

Hay dos/ muchos supermercados (there are two/many supermarkets)

G3 – adjectives (place and agreement)

Hay muchosos supermercados. (There are many supermarkets)

Hay algunas piscinas (There are some swimming pools)

G3 – adjectives (place and agreement)

Hay una iglesia bonita (there is a beautiful church)