

MFL Long Term Coverage Map

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

KS2 National Curriculum Subject Content

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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
- The starred (*) content above will not be applicable to ancient languages

Our MFL curriculum is based on six key concepts that intertwine and underpin the teaching and learning within each topic; allowing pupils to develop their knowledge and understanding. Revisiting each concept yearly paves the way for pupils to master the subject further through deepening their knowledge and understanding.

<u>Key Concepts for all year groups</u>	<u>Topics (vocabulary and grammar)</u>	<u>Key Skills from NC</u>
<ul style="list-style-type: none"> ● Speaking – Communicating ideas using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – Expressing ideas in phrases and sentences for different purposes using key vocabulary and phrases ● Grammar – identify and apply grammatical structures ● Appreciation – discover a range of writing (stories, songs, poems, non-fiction and rhymes) ● Culture – to know about different cultural aspects 	<ul style="list-style-type: none"> ● Greetings ● Numbers ● Celebrations ● Masculine/feminine and singular and plural nouns ● ‘Agreeing’ adjectives ● Range of conjunctions ● Range of questions ● Telling the time ● 1st and 3rd person of present tense ● Exclamations of emotions ● Likes/dislikes ● Family ● Weather/geography ● Body ● Simple future tense ● Simple past tense (preterite) 	<ul style="list-style-type: none"> ● Listening and Speaking to communicate with accurate language structures, pronunciation and intonation ● Writing for different purposes and audiences, using a variety of grammatical structures ● Discovering a range of literature ● Recognising cultural differences <p><u>Higher level skills</u></p> <ul style="list-style-type: none"> ● Speak with confidence, fluency and spontaneity ● Adapting known phrases to express personal ideas and opinions ● Using alternative vocabulary or verb conjugations (ie tu, nos etc)

ALL NC OBJECTIVES:

NC: to listen attentively to spoken language and show understanding by joining in and responding

NC: to explore the patterns and sounds of language through songs and rhymes

NC: to link the spelling, sound and meaning of words

NC: to engage in conversations; ask and answer questions;

NC: to express opinions and respond to those of others

NC: to seek clarification and help

NC: to speak in sentences, using familiar vocabulary, phrases and basic language structures

NC: to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

NC: to present ideas and information orally to a range of audiences

NC: to read carefully and show understanding of words, phrases and simple writing

NC: to appreciate stories, songs, poems and rhymes

NC: to broaden their vocabulary

NC: to develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

NC: to write phrases from memory

NC: to adapt phrases to create new sentences

NC: to express ideas clearly

NC: to describe people, places, things and actions orally and in writing

NC: to understand basic grammar, including (where relevant): feminine, masculine 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

MFL Key Concepts

Speaking

Communicating ideas using key vocabulary and phrases with pronunciation and intonation

Reading

Showing an understanding of words, phrases and simple writing in a variety of texts

Writing

Expressing ideas in phrases and sentences for different purposes, using key vocabulary and phrases

Grammar

Identify and apply grammatical structures

Appreciation

Discover a range of writing (Stories, songs, poems and rhymes)

Culture

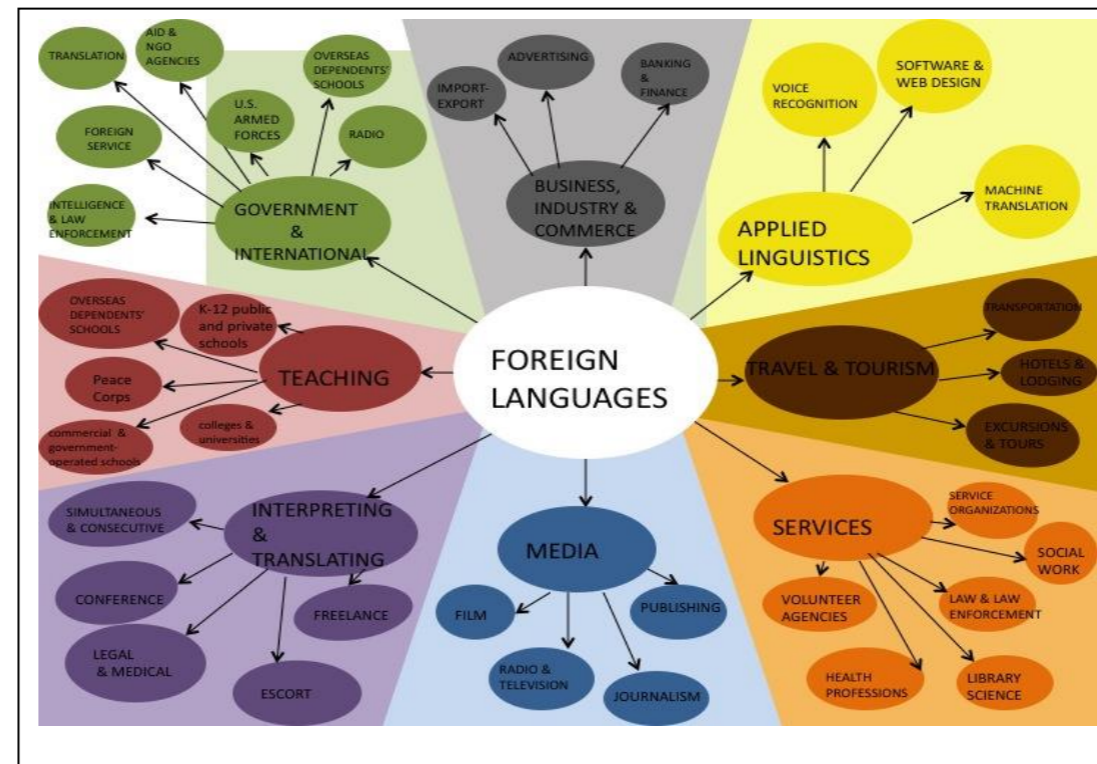
To know about different cultural aspects

Aspirations for the Future

Pupils develop an understanding of how subjects and specific skills are linked to future jobs.

Here are some of the jobs you could aspire to do in the future as a linguist:

- Translator
- Interpreter
- Journalist/foreign correspondent
- Positions in International Non-profit Organizations
- Game/web translator
- Software/Web designer
- Global banking/business/marketing
- Flight attendant
- Travel guide
- Photographer
- Film-maker
- Fashion/Product buyer



Year Group	Autumn	Spring	Summer
Year 3			
Topics	<p><u>Vocabulary:</u> Numbers to 10 Spanish alphabet Greetings What's your name? Instructions</p> <p><u>Grammar:</u> Nouns - masculine (animals) Adjectives (colours) 'y' conjunction</p> <p><u>Cultural:</u> Spanish foods Exploring Andalucía Christmas in Spain Spanish story</p>	<p><u>Vocabulary:</u> Numbers to 15 Using the Spanish alphabet to spell Polite language Days of the week</p> <p><u>Grammar:</u> Nouns – feminine (animals) Nouns - plurals (animals) Building sentences with a conjunction</p> <p><u>Cultural:</u> Exploring towns in Spain Spanish around the world Exploring a range of Spanish story books Pablo Picasso Easter in Spain Spanish story</p>	<p><u>Vocabulary:</u> Numbers to 31 Using the Spanish alphabet to spell Months of the year What's the date today?</p> <p><u>Grammar:</u> Adverbial phrases Building sentences with conjunctions Spanish punctuation Using a dictionary</p> <p><u>Cultural:</u> Exploring towns in Spain (including weather) Joan Miro Classical guitar music Spanish story</p>
National Curriculum Objectives	<p>NC: to listen attentively to spoken language and show understanding by joining in and responding</p> <p>NC: to explore the patterns and sounds of language through songs and rhymes</p> <p>NC: to link the spelling, sound and meaning of words</p> <p>NC: to engage in conversations; ask and answer questions</p> <p>NC: to speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>NC: to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>NC: to present ideas and information orally</p> <p>NC: to read carefully and show understanding of words and phrases</p> <p>NC: to appreciate stories, songs, poems and rhymes</p> <p>NC: to broaden their vocabulary</p> <p>NC: to develop their ability to understand new words that are introduced into familiar written material,</p> <p>NC: to write phrases from memory</p> <p>NC: to describe things orally</p>	<p>NC: to listen attentively to spoken language and show understanding by joining in and responding</p> <p>NC: to explore the patterns and sounds of language through songs and rhymes</p> <p>NC: to link the spelling, sound and meaning of words</p> <p>NC: to engage in conversations; ask and answer questions</p> <p>NC: to speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>NC: to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>NC: to present ideas and information orally</p> <p>NC: to read carefully and show understanding of words, phrases and simple writing</p> <p>NC: to appreciate stories, songs and rhymes</p> <p>NC: to broaden their vocabulary</p> <p>NC: to develop their ability to understand new words that are introduced into familiar written material</p> <p>NC: to write phrases from memory</p> <p>NC: to adapt phrases to create new sentences</p> <p>NC: to describe things orally and in writing</p> <p>NC: to understand basic grammar; feminine, masculine (and plurals)</p>	<p>NC: to listen attentively to spoken language and show understanding by joining in and responding</p> <p>NC: to explore the patterns and sounds of language through songs and rhymes</p> <p>NC: to link the spelling, sound and meaning of words</p> <p>NC: to engage in conversations; ask and answer questions;</p> <p>NC: to speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>NC: to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>NC: to present ideas and information orally to a range of audiences</p> <p>NC: to read carefully and show understanding of words, phrases and simple writing</p> <p>NC: to appreciate stories, songs, poems and rhymes</p> <p>NC: to broaden their vocabulary</p> <p>NC: to develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>NC: to write phrases from memory</p> <p>NC: to adapt phrases to create new sentences</p> <p>NC: to describe things orally and in writing</p> <p>NC: to understand basic grammar: feminine, masculine (and plurals)</p>
Key Concepts	<ul style="list-style-type: none"> ● Speaking – communicating words and phrases using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words and phrases ● Writing – expressing ideas in words and short phrases ● Appreciation – discover a range of writing - stories and songs ● Culture – to know about Christmas, some Spanish foods and Andalucía 	<ul style="list-style-type: none"> ● Speaking – communicating words and phrases using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – expressing ideas in phrases and sentences using key vocabulary and phrases ● Grammar – identify and apply grammatical structures - adjective position, fem/masc, sing/plural ● Appreciation – discover a range of writing - stories, songs and rhymes ● Culture – to know about towns in Spain, Spanish around the world, Pablo Picasso and Easter in Spain 	<ul style="list-style-type: none"> ● Speaking – communicating ideas using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – expressing ideas in phrases and sentences for different purposes using key vocabulary and phrases ● Grammar – identify and apply grammatical structures – noun and adjective word order, using conjunctions ● Appreciation – discover a range of writing - stories, songs and rhymes ● Culture – to know about different towns and weathers in Spain, Joan Miro, classical Spanish guitar music

Year Group	Autumn	Spring	Summer
Year 4			
Topics	<p><u>Vocabulary:</u> How are you? Question words - quién, qué, como</p> <p><u>Grammar:</u> Adverbial phrases of place Plurals of verbs in the present Building sentences with nouns, verbs and conjunctions Plurals of verbs in the present Creating the 'present continuous' using present participle and infinitives (ar/er verbs) Making adjectives 'agree' (feminine and plurals) Singular and plural of indefinite articles (es/son, un/unos)</p> <p><u>Cultural:</u> Navarra Comparing songs Christmas carol</p>	<p><u>Vocabulary:</u> How old are you? Question words – cuantos, donde, qué Writing the date Applying phonics to unknown words What time is it? (to the hour)</p> <p><u>Grammar:</u> Using conjunction – con Using a dictionary to identify word classes Identifying nouns by number and gender Using vowels and consonants to spell Using the first person of verb (tener)</p> <p><u>Cultural:</u> Performing finger rhyme Classical guitar Pamplona Birthday celebrations in Spain Comparing stories and songs</p>	<p><u>Vocabulary:</u> Feelings Range of questions Use all question language to perform a sketch New nouns Saying date of birthdays</p> <p><u>Grammar:</u> Dictionaries to order, locate and sort classes Express a wish using infinitives Using nouns, adjectives, verbs in correct order</p> <p><u>Cultural:</u> Acting actions in a song Map to locate cities in Spain 'Visit' bilingual school Spanish dance Spanish school year Comparing stories and songs</p>
National Curriculum Objectives	<p>NC: to listen attentively to spoken language and show understanding by joining in and responding</p> <p>NC: to explore the patterns and sounds of language through songs and rhymes</p> <p>NC: to link the spelling, sound and meaning of words</p> <p>NC: to engage in conversations; ask and answer questions;</p> <p>NC: to speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>NC: to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>NC: to present ideas and information orally</p> <p>NC: to read carefully and show understanding of words, phrases and simple writing</p> <p>NC: to appreciate stories, songs and rhymes</p> <p>NC: to broaden their vocabulary</p> <p>NC: to write phrases from memory</p> <p>NC: to adapt phrases to create new sentences</p> <p>NC: to describe things and actions orally and in writing</p> <p>NC: to understand basic grammar, including (where relevant): feminine, masculine; 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</p>	<p>NC: to listen attentively to spoken language and show understanding by joining in and responding</p> <p>NC: to explore the patterns and sounds of language through songs and rhymes</p> <p>NC: to link the spelling, sound and meaning of words</p> <p>NC: to engage in conversations; ask and answer questions;</p> <p>NC: to speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>NC: to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>NC: to read carefully and show understanding of words, phrases and simple writing</p> <p>NC: to appreciate stories, songs and rhymes</p> <p>NC: to broaden their vocabulary</p> <p>NC: to develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>NC: to write phrases from memory</p> <p>NC: to adapt phrases to create new sentences</p> <p>NC: to describe things and actions orally and in writing</p> <p>NC: to understand basic grammar, including (where relevant): feminine, masculine 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</p>	<p>NC: to listen attentively to spoken language and show understanding by joining in and responding</p> <p>NC: to explore the patterns and sounds of language through songs and rhymes</p> <p>NC: to link the spelling, sound and meaning of words</p> <p>NC: to engage in conversations; ask and answer questions;</p> <p>NC: to speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>NC: to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>NC: to present ideas and information orally to a range of audiences</p> <p>NC: to read carefully and show understanding of words, phrases and simple writing</p> <p>NC: to appreciate stories, songs and rhymes</p> <p>NC: to broaden their vocabulary</p> <p>NC: to develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>NC: to write phrases from memory</p> <p>NC: to adapt phrases to create new sentences</p> <p>NC: to express ideas clearly</p> <p>NC: to describe things and actions orally and in writing</p> <p>NC: to understand basic grammar, including (where relevant): feminine, masculine 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</p>
Key Concepts	<ul style="list-style-type: none"> ● Speaking – communicating ideas using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – expressing ideas in phrases and sentences using key vocabulary ● Grammar – identifying and applying grammatical structures – using 3rd person of present tense of verbs, 'agreeing' adjectives ● Appreciation – discover a range of writing (stories & songs) ● Culture – Navarra, performing a South American finger rhyme, comparing songs and celebrations 	<ul style="list-style-type: none"> ● Speaking – communicating ideas using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – expressing ideas in phrases and sentences for different purposes using key vocabulary and phrases ● Grammar – identifying and applying grammatical structures – 1st person + infinitive to express feelings ● Appreciation – discovering a range of writing (stories, songs and rhymes) ● Culture – Pamplona, performing a finger rhyme, birthdays in Spain 	<ul style="list-style-type: none"> ● Speaking – communicating ideas using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – expressing ideas in phrases and sentences for different purposes using key vocabulary and phrases ● Grammar – identifying and applying grammatical structures – word class order ● Appreciation – discovering a range of writing (stories, songs and rhymes) ● Culture – acting a song, locating Spanish cities, bilingual school on internet, Spanish school calendar, Spanish dance

Year Group	Autumn	Spring	Summer
Year 5			
Topics	<p><u>Vocabulary:</u> Counting to 100 in 10's Expressions of annoyance Time to the quarter to the hour Describing likes/dislikes Expressing feelings and desires using 'tengo' and 'quiero'</p> <p><u>Grammar:</u> Verb infinitives Conjunction – pero Using 'agreeing' adjectives and adverbial phrases to describe (masc/fem/pl)</p> <p><u>Cultural:</u> Comparing cultural foods Know some facts about Cuba Spanish song Spanish poems and stories</p>	<p><u>Vocabulary:</u> Number pattern to 99 Expressing disagreement/joy Question words – quién, qué, como, cuantos, donde, qué</p> <p><u>Grammar:</u> 'Agreeing' adjectives – mas/fem/pl Sentences using nouns, verbs, adjectives and adverbial phrases Preposition and article combining ('at') Pronouns to replace nouns Using 1st person + infinitive to indicate future action</p> <p><u>Cultural:</u> Practising words in a rap Cuban foods Spanish songs Cuban artist</p>	<p><u>Vocabulary:</u> Numbers dictation Expressions of surprise Time to 5 minutes Question words – ¿Por qué? and ¿Adónde?</p> <p>Composing questions for given answers Unscrambling verbs</p> <p><u>Grammar:</u> First person singular for movement 1st person simple future tense Word order – revision</p> <p><u>Cultural:</u> Facts about Cuba Comparing foods Singing in a group Comparing Cuba and Spain</p>
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Key Concepts	<ul style="list-style-type: none"> ● Speaking – Communicating ideas using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – Expressing ideas in phrases and sentences for different purposes using key vocabulary and phrases ● Grammar – identify and apply grammatical structures – using infinitives, 1st person of querer and tener, pero conjunction ● Appreciation – discover a range of writing – Spanish poetry and story books ● Culture – some facts about Cuba, listen to poetry, compare foods 	<ul style="list-style-type: none"> ● Speaking – Communicating ideas using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – Expressing ideas in phrases and sentences for different purposes using key vocabulary and phrases ● Grammar – identify and apply grammatical structures – 1st person of verbs for future, combining prepositions with articles ● Appreciation – discover a range of writing - Spanish poetry and story books ● Culture – Cuban foods, Spanish song, Cuban artist 	<ul style="list-style-type: none"> ● Speaking – Communicating ideas using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – Expressing ideas in phrases and sentences for different purposes using key vocabulary and phrases ● Grammar – identify and apply grammatical structures – 1st person + infinitive for both movement and future tense ● Appreciation – discover a range of writing - Spanish poetry and story books ● Culture – comparing foods, comparing countries

Year Group	Autumn	Spring	Summer
Year 6			
Topics	<p><u>Vocabulary:</u> Weather phrases Family members Healthy living – hand washing</p> <p><u>Grammar:</u> Revising: word order; using articles, verbs, nouns, adjectives, adverbs, pronouns, conjunctions Spanish punctuation rules 3rd person singular – tener, querer, gustar</p> <p><u>Cultural:</u> Asturias Asturcón ponies Diego Velázquez Spanish carol Christmas food Excerpts from non-fiction book – History of Spain</p>	<p><u>Vocabulary:</u> Asking about the weather Describing family with adjectives Using geographical language to describe locations</p> <p><u>Grammar:</u> Revising: word order; using articles, verbs, nouns, adjectives, adverbs, pronouns, conjunctions Possessive adjective – 1st and 3rd person singular and plural (mi/mis/su/sus) Two verbs ‘to be’ – ser – estar</p> <p><u>Cultural:</u> Spanish songs Comparing north and south Spain Excerpts from non-fiction book – History of Spain</p>	<p><u>Vocabulary:</u> Giving a weather forecast Describe family with possessive pronouns and ‘agreeing’ adjectives Conversation including questions, answers, negatives, disagreements and surprise Parts of the body New vocabulary to express likes/dislikes</p> <p><u>Grammar:</u> Applying adjectives to unknown nouns Using a dictionary to find and use unknown words from all classes Plural of the simple future tense Past ‘preterite’ tense</p> <p><u>Cultural:</u> Excerpts from non-fiction book – History of Spain Range of reading books (non-fiction, poetry, fiction) Flamenco Making Tapas</p>
National Curriculum Objectives	<p>NC: to listen attentively to spoken language and show understanding by joining in and responding NC: to explore the patterns and sounds of language through songs and rhymes NC: to link the spelling, sound and meaning of words NC: to engage in conversations; ask and answer questions; NC: to express opinions and respond to those of others NC: to seek clarification and help NC: to speak in sentences, using familiar vocabulary, phrases and basic language structures NC: to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases NC: to present ideas and information orally to a range of audiences NC: to read carefully and show understanding of words, phrases and simple writing NC: to appreciate stories, songs, poems and rhymes NC: to broaden their vocabulary NC: to develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary NC: to write phrases from memory NC: to adapt phrases to create new sentences NC: to express ideas clearly NC: to describe people, places, things and actions orally and in writing NC: to understand basic grammar, including (where relevant): feminine, masculine 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</p>	<p>NC: to listen attentively to spoken language and show understanding by joining in and responding NC: to explore the patterns and sounds of language through songs and rhymes NC: to link the spelling, sound and meaning of words NC: to engage in conversations; ask and answer questions; NC: to express opinions and respond to those of others NC: to seek clarification and help NC: to speak in sentences, using familiar vocabulary, phrases and basic language structures NC: to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases NC: to present ideas and information orally to a range of audiences NC: to read carefully and show understanding of words, phrases and simple writing NC: to appreciate stories, songs, poems and rhymes NC: to broaden their vocabulary NC: to develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary NC: to write phrases from memory NC: to adapt phrases to create new sentences NC: to express ideas clearly NC: to describe people, places, things and actions orally and in writing NC: to understand basic grammar, including (where relevant): feminine, masculine 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</p>	<p>NC: to listen attentively to spoken language and show understanding by joining in and responding NC: to explore the patterns and sounds of language through songs and rhymes NC: to link the spelling, sound and meaning of words NC: to engage in conversations; ask and answer questions; NC: to express opinions and respond to those of others NC: to seek clarification and help NC: to speak in sentences, using familiar vocabulary, phrases and basic language structures NC: to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases NC: to present ideas and information orally to a range of audiences NC: to read carefully and show understanding of words, phrases and simple writing NC: to appreciate stories, songs, poems and rhymes NC: to broaden their vocabulary NC: to develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary NC: to write phrases from memory NC: to adapt phrases to create new sentences NC: to express ideas clearly NC: to describe people, places, things and actions orally and in writing NC: to understand basic grammar, including (where relevant): feminine, masculine 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</p>
Key Concepts	<ul style="list-style-type: none"> ● Speaking – Communicating ideas using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – Expressing ideas in phrases and sentences for different purposes using key vocabulary and phrases ● Grammar – identify and apply grammatical structures – punctuation and 3rd person singular ● Appreciation – discover a range of writing - poetry and history books ● Culture – History of Spain, Asturias, Christmas carols and food, Diego Velázquez 	<ul style="list-style-type: none"> ● Speaking – Communicating ideas using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – Expressing ideas in phrases and sentences for different purposes using key vocabulary and phrases ● Grammar – identify and apply grammatical structures – possessive adjectives, two verbs ‘to be’ ● Appreciation – discover a range of writing – songs and non-fiction - history book ● Culture – Geography and History of Spain, 	<ul style="list-style-type: none"> ● Speaking – Communicating ideas using key vocabulary and phrases with pronunciation and intonation ● Reading – showing an understanding of words, phrases and simple writing ● Writing – Expressing ideas in phrases and sentences for different purposes using key vocabulary and phrases ● Grammar – identify and apply grammatical structures – plural simple future and 1st person simple past ● Appreciation – discover a range of writing - stories, songs, poems, non-fiction and rhymes ● Culture – Spanish stories and songs, tapas and Flamenco music/dance