

Curriculum Design for Modern Foreign Language

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 Mosaic Jewish Primary 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 "Primary Language Network," 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 Reception 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 and also allow the pupils to expand on their ever growing Jewish faith and culture experiences with the Hebrew classes provided in KS1.

MFL Implementation

The curriculum has been designed to enable pupils to learn incrementally more complex phonics, vocabulary and grammar and as a result, pupils should begin to independently produce their own Spanish sentences and Hebrew phrases. 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 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 and Knowledge Organisers for each unit are essential to encourage children to build upon prior knowledge. From Year 3, the teaching of phonics in Spanish is explicit in the first unit and then is revisited in subsequent units

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 term test on these skills. This information will be recorded by the teachers on a 'Tracking Spreadsheet' 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 term, from Reception to Year 6, will provide them with the opportunity to display their understanding in speaking, listening, reading, writing and grammar. Information will be collated and 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.

For those children that show a particular enthusiasm for MFL, Hebrew is also offered as an Enrichment activity and available for every pupil to participate in during lunch times, once a week per Key Stage group. Additionally, our school gives children the opportunity to explore other languages throughout the academic year – the aim is for children to foster a love for languages and deepen their understanding of the wider world.

Whole School Overview

Our MFL curriculum begins in KS1. Although it is not statutory, children are introduced to the Hebrew language in Reception and will continue to have weekly lessons until the end of KS1. As a Jewish school, it is important and fundamental for the pupils to be exposed to and learning a variety of Early Language and Core Vocabulary units in Hebrew which can then lead them to begin to foster a curiosity about the Jewish faith and culture. At the beginning of KS2, children will start to learn Spanish from Year 3 to Year 6 and here the classes will be based on the scheme Primary Language Network as a core guidance. The pupils will be learning all the necessary core vocabulary and covering the important topics in order to enter KS3 with a good knowledge and secure foundation of the Spanish language.

At Mosaic Jewish Primary school, all children are provided with opportunities to make sense of the world around them, as well as our community in Wandsworth. 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. Hebrew lunchtime classes are also available on a weekly basis to all pupils, thus allowing KS2 children the opportunity to further their Hebrew language skills if desired.

	Core Vocabulary	Early Language Units	Intermediate Language Units	Progressive Language Units			
	Reception <i>Hebrew</i>	Year 1 <i>Hebrew</i>	Year 2 <i>Hebrew</i>	Year 3 <i>Spanish</i>	Year 4 <i>Spanish</i>	Year 5 <i>Spanish</i>	Year 6 <i>Spanish</i>
Autumn 1	Who am I	Who am I	Where I live	Greetings and feelings Colours Numbers to 10	Welcome to school	Talking about us School subjects and opinions	Numbers to 60 Time Daily Routine
Autumn 2	What is your name?	What is your name?	My neighbourhood	Days Months	Commands Place in town	In the city	Home and houses
Spring 1	My Birthday	My Birthday	Food	Animals	Family Alien Faces	Going to the market	Sports
Spring 2	My Family	My Family	Drink	Using numbers to 15	Parts of the body	Clothes	Funfair and Favourites
Summer 1	This is my Family	This is my family	School subjects	Fruit Vegetables	I don't feel well Jungle animals	Space travellers ID Planets	Breakfast food Café Culture

Summer 2	Numbers Colours	Numbers Colours	My favourite school subject	Going on a picnic Aliens in Spain	Weather Ice Creams	Seaside	N/A – This module revisits prior learning
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End point:	By the end of EYFS, children will:	By the end of Key Stage 1, children will:	By the end of Key Stage 2, children will build on their prior knowledge of the past and extend this further. Children will:
Speaking	<ul style="list-style-type: none"> ✓ Be able to say hello, goodbye, yes and no. 	<ul style="list-style-type: none"> ✓ Learn to repeat the language they hear with accurate pronunciation 	<ul style="list-style-type: none"> ✓ Communicate with others with improved confidence and accuracy, responding with opinions
Reading	<ul style="list-style-type: none"> Some colours, 	<ul style="list-style-type: none"> ✓ Articulate key words introduced and understand their meaning 	<ul style="list-style-type: none"> ✓ Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity
Writing	<ul style="list-style-type: none"> family members, a recognition of numbers, family members and birthday phrases. 	<ul style="list-style-type: none"> ✓ Be able to identify some of the written versions of the letters they hear 	<ul style="list-style-type: none"> ✓ Read aloud short pieces of text applying knowledge learnt from their phonics lessons and start to decode meaning of unknown words
Listening		<ul style="list-style-type: none"> ✓ Start to reproduce nouns and determiners from a model 	<ul style="list-style-type: none"> ✓ Write short phrases, progressing to a paragraph, based on familiar topics incorporating conjunctions
Grammar		<ul style="list-style-type: none"> ✓ Appreciate short stories and nursery rhymes and start to understand some of the familiar words in what they hear 	<ul style="list-style-type: none"> ✓ Learn to manipulate the language and be able to substitute words for suitable alternatives
		<ul style="list-style-type: none"> ✓ 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 (masculine and feminine endings) 	<ul style="list-style-type: none"> ✓ Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases
			<ul style="list-style-type: none"> ✓ Understand the concept of gender and which determiners to use for meaning (e.g. 'the', 'a' or 'some')
			<ul style="list-style-type: none"> ✓ Start to explore verb (e.g. 'I wear...' 'he/she wears...') and describe items using colour, for instance (e.g. my blue coat)
			<ul style="list-style-type: none"> ✓ Begin to explore regular and irregular verbs (e.g. 'to go', 'to do', 'to have' and 'to be')

Progression of Skills

	EYFS	KS1	LKS2	UKS2
Speaking	<ul style="list-style-type: none"> I can repeat the language I hear by joining in 	<ul style="list-style-type: none"> I can repeat and understand the simple words that I hear 	<ul style="list-style-type: none"> I can pronounce words accurately I can communicate with others using simple words and short phrases I can ask and answer questions 	<ul style="list-style-type: none"> I can speak with increasing confidence, fluency and spontaneity I can pronounce accurately with intonation I can engage in conversations by asking and responding to questions I can respond with opinions and justifications
Listening	<ul style="list-style-type: none"> I can listen to stories, songs and music from Hebrew and other cultures 	<ul style="list-style-type: none"> I can appreciate rhymes and songs and start to understand some words and phrases 	<ul style="list-style-type: none"> I can learn to listen to, enjoy and understand short stories and passages by picking out key words and phrases 	<ul style="list-style-type: none"> I can listen more attentively and for longer, understanding what has been said by picking out more vocabulary and phrases I can get the 'gist' of what is being said by picking out key vocabulary Y5/6
Reading		<ul style="list-style-type: none"> I can identify written letters from the alphabet 	<ul style="list-style-type: none"> I can read familiar words and short phrases I can read aloud short pieces of text 	<ul style="list-style-type: none"> I can understand longer sentences and start decoding meanings of unknown words I can read aloud longer pieces of text
Writing		<ul style="list-style-type: none"> I can reproduce nouns and determiners from a model and understand that there are masculine and feminine endings 	<ul style="list-style-type: none"> I can write familiar words and phrases using a model or vocabulary list 	<ul style="list-style-type: none"> I can write some sentences or a short paragraph incorporating connectives I can get the 'gist' of what is being written by picking out key vocabulary I can present my ideas in various ways to a range of audiences I can use a dictionary to help me

Year Group Teaching Focus

	EYES		
	Autumn	Spring	Summer
Unit	Who am I? What is your name?	My Birthday My Family	This is my family Numbers Colours
National Curriculum	Non-statutory	Non-statutory	Non-statutory
Specific content (substantiative Knowledge)	Taking part in simple social situations and learning how to greet yourself to others. How to answer basic personal questions.	Taking part in simple social situations related to a birthday. Give simple information about your family, the members in the family.	Learning the Family Tree. Children will be expanded on their sentence structure and skills by being able to add numbers and colours.
Sequencing knowledge	<u>Prior knowledge:</u> Children will have started to learn about Israel, the Jewish holidays and festivities, blessings. <u>Future knowledge:</u> In the next unit, children will learn to talk about their family.	<u>Prior knowledge:</u> So far, children will have some knowledge of question words. <u>Future knowledge:</u> In the My Family unit, children will start to refer to third person.	<u>Prior knowledge:</u> Children will have learnt about the family members and using the verb To have. <u>Future knowledge:</u> In Year 1, children will recap and continue to expand on the knowledge from EYES
Vocabulary	מי? מה? Who? What? What are the personal pronouns in Hebrew: אני, אתה, את (I, You) How do I ask: How are you for boys and girls? מה שלומך? How do I say: "My name is"? קורים לי	How do I say: "How old are you" for boy and girl? בן כמה אתה? בת כמה את? How do I say: "He has/ She has" יש לו יש לה How do I say: This is זאת/זה How do we say "I have"? יש לי How do we say "I do not have"? אין לי	How do I say of? של How do I say "my"? שלי How do I say: He, She הוא, היא How do I say "Today"? היום
Grammar	Personal pronouns Key question words	Gender agreement between masculine singular and feminine singular To have	Use the possessive adjective "my".
Computing Links	Interactive games	Interactive games	Interactive games

	YEAR 1		
	Autumn	Spring	Summer
Unit	Who am I? What is your name?	My Birthday My Family	This is my family Numbers Colours
National Curriculum	Non-statutory	Non-statutory	Non-statutory
Specific content (substantiative Knowledge)	Taking part in simple social situations and learning how to greet yourself to others. How to answer basic personal questions.	Taking part in simple social situations related to a birthday. Give simple information about your family, the members in the family.	Learning the Family Tree. Children will be expanded on their sentence structure and skills by being able to add numbers and colours.
Sequencing knowledge	<u>Prior knowledge:</u> Children will have learnt this unit in EYES. <u>Future knowledge:</u> Children will be able to talk about themselves with more ease and confidence.	<u>Prior knowledge:</u> Children will have spoken about their family members in EYES. <u>Future knowledge:</u> Children will be able to recap numbers and colours and refer to objects found around the classroom.	<u>Prior knowledge:</u> Children will have spoken about their numbers and colours in EYES. <u>Future knowledge:</u> Throughout the academic year, children will have gained more confidence and ease when speaking and continue this to Year 2.
Vocabulary	מי? מה? Who? What? What are the personal pronouns in Hebrew: אני, אתה, את (I, You) How do I ask: How are you for boys and girls מה שלומך? How do I say: "My name is"? קורים לי	How do I say: "How old are you" for boy and girl? בן כמה אתה? בת כמה את? How do I say: "He has/ She has" יש לו יש לה How do I say: This is זאת / זה How do we say "I have"? יש לי How do we say "I do not have"? אין לי	How do I say of? של How do I say "my"? שלי How do I say: He, She הוא, היא How do I say "Today"? היום
Grammar	Personal pronouns Key question words	Gender agreement between masculine singular and feminine singular To have	Use the possessive adjective "my".
Computing Links	Interactive games	Interactive games	Interactive games

	YEAR 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Where I live	My neighbourhood	Food	Drink	School subjects	My favourite school subject
National Curriculum	Non-statutory	Non-statutory	Non-statutory	Non-statutory	Non-statutory	Non-statutory
Specific content (substantiative Knowledge)	Know the vocabulary for Rosh Hashanah and Yom Kippur. Differentiate verbs to have all four endings: masculine singular, feminine singular, masculine plural, feminine plural.	To talk and describe about their location. Know the vocabulary for Hanukkah.	Give simple opinions. Improve on their reading and writing skills, start to learn the Hebrew vowels.	Give simple opinions. Improve on their reading and writing skills and continue to practice the Hebrew vowels.	Learn vocabulary for school subjects. Continue to learn more of the Hebrew vowels.	Learn to like and dislike previous objects and subjects learnt in Hebrew. Expressing time (days of the week) Giving preference and improving their reading skills
Sequencing knowledge	<u>Prior knowledge:</u> Throughout the last two academic years, children will have gained more confidence and ease when speaking and continue this to Year 2. <u>Future knowledge:</u> Children will start to look at and recognise some of the Hebrew letters of the alphabet.	<u>Prior knowledge:</u> Talking about where you live. <u>Future knowledge:</u> Children continue looking at different letters.	<u>Prior knowledge:</u> Children will have spoken about the food used for Pesach and other Jewish holidays in previous years. <u>Future knowledge:</u> longer conversations and listening tasks.	<u>Prior knowledge:</u> Children will have spoken about the drinks used for Pesach and other Jewish holidays in previous years. <u>Future knowledge:</u> Children will use aspects of this for the next unit school.	<u>Prior knowledge:</u> Children will have learnt the different endings for the ms/fs/mp/fp to the verb To live. <u>Future knowledge:</u> The next unit is expressing their favourite subjects in school.	<u>Prior knowledge:</u> Children will have learnt about food, drink and school subjects that they can express which they like and dislike. <u>Future knowledge:</u> Being able to use all of their previous knowledge learnt in the future.
Vocabulary	-Learn how to say "I live" -Learn new letters in Hebrew. צ, ק, ר -Vocabulary for Rosh Hashanah and Yom Kippur <u>Key questions:</u> How do I say where? איפה	Learn words for location. - Learn new letters in Hebrew. ר, ש, ש, ת -Learn vocab about Hanukkah. <u>Key questions:</u> How do I say: house, school, city, playground, bus station? גן שעשועים	Learn verb to eat in singular and plural. - Learn vowels: Kamatz, Patach--Learn vocab for Tu B'Shvat. <u>Key questions:</u> How do I say "I eat" for boy and girl? אוכל, אוכלת How do I say "tuna, cheese, orange, brocoli, pasta, pizza, hamburger, bread"?	Learn to drink in singular and plural. -Learn vowels: Tsere, Segol, Shva, Cholam <u>Key questions:</u> How do I say "I drink for boy and girl"? שותה, ה How do I say "tea, chocolate, Coca-Cola, juice, milk, coffee"	Learn verb "to study" in singular and plural. -Learn vocab for school subjects. -Learn vowels: Chirik, Kubbutz, Shuruk <u>Key questions:</u> How do I say "I study"? לומד, לומדת How do I say "Science, Music, English, Mathematics, Art" מדעים, מוסיקה,	Learn like and dislike. -Expressing time (days of the week). <u>Key questions:</u> How do I say "I like" for boys and girls? אוהב, אוהבת How I say "I do not like" for boys and girls? לא אוהבת, לא אוהב What are the days of the week?

YEAR 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Greetings and Feelings Numbers to 10 Colours	Days Months	Animals	Using numbers to 15	Fruit and Vegetables	Going on a picnic Aliens in Spain
National Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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.	
Specific content (substantiative Knowledge)	Learn how to say: Hello / good morning/ good afternoon / evening/ good night/ see you soon/ goodbye. How are you? / I am good / I am really good / I am ok / I am not good / I am feeling really bad. What is your name? My name is... Numbers: 0 – 10 What colour is it? Blue / white / red / black / yellow / green / orange / pink Spelling sound: ho, bue, lla	Learn to say: What day is today? Today is... Is today...? Monday / Tuesday / Wednesday / Thursday / Friday / Saturday / Sunday When is your birthday? January / February/ March / April / May / June / July / August / September / October / November / December Spelling sound: mier, jue, ves, vier	Learn to say: What is your favourite animal? My favourite animal is... I like... Cat /dog / fish / horse / rabbit /sheep / snake / bird / cow / mouse A (masculine and feminine) Spelling sound: llo, ja, jo, va	Learn how to say: Numbers 11 to 15 How old are you? I amyears old Spelling sound: ce, quin, vein	Learn how to say: I would like... please Apple / banana / peach / tomato / carrot / orange / pear / melon / cucumber / water melon / grapes Spelling sound: z, ja, uv	Learn to say: The picnic / a juice / sandwich / salad / some water / baguette / fruit The field / the river / the mountain / the sand / the beach There is / there are Where do you live? I live in... Barcelona / Madrid /Salamanca / Granada / Tenerife Spelling sound: zu, illo, ya
Sequencing knowledge	<u>Prior knowledge:</u> Having learnt about Colombia in Year 1 and South America in Year 2, Children will have a basic idea of Spanish and what it sounds like. <u>Future knowledge:</u> Children will be expanding on the numbers in Spring 2.	<u>Prior knowledge:</u> Children would have heard different days being mentioned in Colombian stories in Year 1. <u>Future knowledge:</u> In Year 5, Autumn 1 children will be learning about school and can use the days of the week to talk about	<u>Prior knowledge:</u> Children would have heard different animals being mentioned in Colombian stories in Year 1. <u>Future knowledge:</u> Children will continue learning about animals in Year 4, Summer 1 for Jungle Animals.	<u>Prior knowledge:</u> Children would have learnt numbers 1 – 10 in Autumn 1. <u>Future knowledge:</u> In Year 6, children will be learning the time and using their knowledge of numbers for this.	<u>Prior knowledge:</u> Children would have learnt about colours in Autumn 1 and can describe what colour the fruit and vegetables are. <u>Future knowledge:</u> In Year 5, Spring 1 children will learn about going to the market and can use their knowledge	<u>Prior knowledge:</u> Children will have looked at fruit and vegetables and be able to add them to their picnics. <u>Future knowledge:</u> In Year 6, Summer 1 children will talk about a variety of food, breakfast and café experiences.

		different activities and subjects.			of fruit and vegetables there.	
Vocabulary	<p>Hola / Buenos dias / buenas tardes / buenas noches / hasta luego / adios.</p> <p>Como estas? / estoy bien / estoy muy bien / estoy asi asi / estoy mal / estoy muy mal. Como te llamas? Me llamo...</p> <p>Los numeros: 0 – 10</p> <p>Que color es?</p> <p>Azul / blanco / rojo / negro / Amarillo / verde / naranja / rosa</p>	<p>Que dia es hoy? Hoy es.../ hoy es...?</p> <p>Lunes / martes/ miercoles/ jueves / Viernes / sabado / domingo</p> <p>Cuando es tu cumpleaños? / enero / febrero / marzo / abril / mayo / junio / julio / Agosto / septiembre / octubre / noviembre / diciembre</p>	<p>Cual es tu animal favorito? Mi animal favorito es... Me gusta..</p> <p>Un gato / un perro / un pez / un caballo / un conejo / una oveja / una serpiente / un pajaro / una vaca / un raton</p>	<p>Once / doce / trece / catorce / quince / Cuantos anos tienes? yo....tengo...anos.</p> <p>Verbs: Tener. Tengo, tienes, tiene.</p>	<p>Quisiera... Por favour...</p> <p>Una manzana/ un platano / un melocoton / un tomate / una zanahoria / una naranja / una pear /un melon / un pepino / una sandia / uvas</p> <p>Yo quisiera / por favor</p>	<p>El picnic / un zumo / un sandwich / una ensalada / agua / un bocadillo / fruta</p> <p>El campo / el rio / la montana / la arena / la playa</p> <p>hay</p> <p>Donde vives?</p> <p>Vivo en...</p> <p>Verbs: Vivo, vives, vive.</p>
Grammar	In Spanish you can turn a normal sentence into a question by raising the pitch of your voice.	In Spanish you can turn a normal sentence into a question by raising the pitch of your voice.	There are two words for "a" (un / una) "the" (los / las)	In Spanish "I am....years old" uses the verb "I have...years old."	In Spanish, "s" is often added onto the end of the word to make it plural	In Spanish the phrase "hay" means both "there is....there are"
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 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Welcome to school	Places in town Commands	Family Aliens Faces	Parts of the body	I don't feel well Jungle animals	Weather Ice Creams
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <p>The starred (*) content above will not be applicable to ancient languages.</p>					
Specific content (substantiative Knowledge)	<p>School rooms: the playground / lunch hall / toilets / staff room / head teacher's office.</p> <p>In the classroom: Rucksack / pencil / pen / book / sharpener / rubber/ table / chair/ ruler / scissors/ glue stick / coloured pencils.</p> <p>Phonics – au, no, lla, je</p>	<p>Commands: look / listen / repeat / stand up / sit down / count with me / sing with me / find/ show me</p> <p>Sound Spelling – van , sien , cuen</p> <p>Towns and shops: cinema / restaurant / supermarket / stadium/ butchers / bakers / café / cake shop/ chemist /school</p> <p>Where is...? Here is...</p> <p>Sound Spelling – ci, eria, cia</p>	<p>The family: dad / brother / baby / grandad / mum / sister / grandma</p> <p>Who are you...? I am...</p> <p>Spelling sound: uela, a</p> <p>Facial features: nose / mouth / head /hair / eyes / ears</p> <p>What colour is....? What colour are....? The...is.... Theare.... I have.... I don't have...</p> <p>Spelling sound: riz, za, jos, jas</p>	<p>Body parts: foot / feet / leg / legs / arm / arms / shoulder / shoulders / head / knee / knees</p> <p>Commands: move / think about / touch /lift /lower / stand still / turn / stretch</p> <p>Sound spelling – ie, hom, lla, que, gi</p>	<p>Phrases: what's wrong? / I don't feel well / it hurts: the head / the knee / the foot / the arm</p> <p>Words: jungle / giraffe / snake / parrot / monkey / tiger / elephant.</p> <p>Adjectives: small / big / tall / long / naughty / multicoloured / frightening</p> <p>Sound spelling – jir, gre, no</p>	<p>What's the weather like? / sunny / windy / foggy / hot / cold / snowing / raining</p> <p>Phrases: I would like... Ice cream / a chocolate ice-cream / a lemon ice-cream / a strawberry ice-cream / a raspberry ice-cream / a mint ice-cream / a vanilla ice-cream / please</p> <p>Sound spelling – vai, nilla, buesa, helado</p>
Sequencing knowledge	<p><u>Prior knowledge:</u> Children will have been introduced days and months in Year 3</p>	<p><u>Prior knowledge:</u> Children will have been introduced to Spanish at the beginning of Year 3</p>	<p><u>Prior knowledge:</u> So far, children will have some core vocabulary like Colour from Year 3</p>	<p><u>Prior knowledge:</u> Children would have looked at key features on the face in the last unit.</p>	<p><u>Prior knowledge:</u> Children have learnt about other animals in Year 3.</p>	<p><u>Prior knowledge:</u> At the end of Year 3, children will have learnt about food for picnics.</p>

YEAR 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Talking about us School subjects and opinions	In the city Directions	Going to the market	Clothes	Space travellers ID Planets	Seaside
National Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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.	
Specific content (substantiative Knowledge)	<p>Being able to ask for and give an opinion over all the school subjects. To like / to love / to prefer / because / and / but and including adjectives to describe them.</p> <p>Sound spelling – geo, gi, cion, cien, cias, his</p> <p>Talking about our feelings and using adjectives. Referring to first, second, third person (masculine and feminine). Being able to talk about yourself, as well as the second and third person.</p> <p>Sound spelling – liz, cio, ham</p>	<p>Looking at places in the city. Plural and singular: there is / there are adjectives to describe the places, referring to both masculine and feminine adjectives.</p> <p>Sound spelling – oo, que, cio, eo</p> <p>Children will be able to give directions and say exact locations of different places and buildings that can be found within a city.</p>	<p>Discuss the different food found in the market. What you like and dislike and asking others what their favourite fruit and veg is. Saying what they have and don't have and asking how much things are.</p> <p>Sound spelling – mien, vas, horia</p> <p>Children will be able to ask for different fruit and vegetables at the market, request a quantity and ask for the price. They will also be able to recall what they do and don't like as well as emphasizing what they do and don't have already.</p>	<p>Speaking about different clothing items, using the term 'some' for both masculine and feminine plurals.</p> <p>Learning the clothing items in both the singular and plural form as well as using adjectives to extend information of the clothes.</p> <p>Sound spelling – jer, sey, calce, tillas.</p> <p>Learn clothes and the verbs: to wear, to have. The children will describe what the clothes look like, how many there are and what they are wearing in first, second and third person.</p> <p>Sound spelling – jer, sey, calce, tillas.</p>	<p>Creating ID cards to contain all the important information of the pupil: name, address, age, date of birth / telephone number/ nationality/ I am../ I am not....</p> <p>Sound spelling – ccion, llido, oj</p> <p>Children will learn all the names of the planets as well as: astronauts, stars, space and rockets.</p> <p>Sound spelling – llas, autas, acio.</p>	<p>Children will be taught about all the nouns that can be found at the beach: ice creams, the sun, sunglasses, as well as the items of clothing.</p> <p>They will also be introduced to actions that you can do at the beach: to be able to do, sunbathe, to make</p> <p>Sound spelling – illos, jug, va</p> <p>Learning the beach and what items are used there and what colours, the children will expand and the sentences by describing the different actions that they can and cannot do when at the beach. Starting with the verb: to be able to.</p>

Sequencing knowledge	<p><u>Prior knowledge:</u> Children will have learnt about school objects and classrooms in Year 3.</p> <p><u>Future knowledge:</u> Irregular verbs will be taught in Year 6.</p>	<p><u>Prior knowledge:</u> Children will have learnt different places within a city in Year 4</p> <p><u>Future knowledge:</u> children will continue with directions in the next unit for the market.</p>	<p><u>Prior knowledge:</u> Children would have learnt numbers in Year 3.</p> <p><u>Future knowledge:</u> Quantities are further learnt in the next unit with clothes</p>	<p><u>Prior knowledge:</u> Children will have prior knowledge of colours in Year 3.</p> <p><u>Future knowledge:</u> Children can extend what they will wear to the seaside in the last unit of Year 5.</p>	<p><u>Prior knowledge:</u> Children will have prior knowledge of Alien Faces and certain information that can be written on ID cards.</p> <p><u>Future knowledge:</u> Children can use their imagination confidently and with more fluidity.</p>	<p><u>Prior knowledge:</u> Children will have learnt about the weather in the last unit in Year 4.</p> <p><u>Future knowledge:</u> Children will be reading longer passages and expanding with more details in their sentences in Year 6.</p>
Vocabulary	<p>Me gusta / no me gusta / me encanta / te gusta? / predieres / prefiero / porque / y / pero/ es / facil / abburido / interesante / util Feliz / triste / confundida / confundido/ cansado / cansada / Graciosa / gracioso / sed / hambre / calor / frio</p>	<p>Donde esta? / a la izquierda / a la derecha / recto / bonito/ bonita/ grande / pequeno / pequena / antiguo / Antigua / modern / moderna/ interesante La ciudad / el parquet / el zoo / el museo / el metro / la galleria de arte / la estacion / la piscine / el estadio / el cine</p>	<p>Cuanto/n cuesta? / cuesta/n...centimos/ uno – venti euros / me gustaporque.../ no me gusta....porque... Una manzana/una cebolla / un pimiento / unas uvas / una lechuga / te gusta? / me gusta/ no me gusta / cual es tu fruta / verdure favorite? Cuanto cuesta/n?</p>	<p>Llevo una camiseta vieja / unas camisetas Viejas para el colegio / tengo un jersey blanco / unos jerseys blancos... Un pantalon / un jersey / un pantalon corto / una camiseta / un vestido / una falda / una camisa / unos calcetines / unos zapoatos / unas zapatillas / que llevas? / llevo.../ unos / unas</p>	<p>Mercurio / venus / pluton / Jupiter / marte / saturno / urano / neptuno / el sol / la luna / la tierra / los astronautas / el planeta / las estrellas / espacio / el cohete Nombre / apellido / edad / fecha de nacimiento / direccion / numero de telefono / nacionalidad / color de ojos / llamarse / vivirse / soy / no soy /</p>	<p>Puedes / podemos / ven a .../va a ser genial / tomar de sol / hacer / comer / jugar / nadar / no puedes / no podemos La playa / los helados / los castillos de arena / las frutas / el sol / la mochila / las gafas de sol / las chancias / el sombrero / la crema de sol / el banador</p>
Grammar	<p>Gender and nouns. Adjectival agreement. Punctuation rules ¡ ¿ Subject pronouns Possessives mi, tu, su The verbs: Estar and Tener. The adjectives have to match the person and if it is a male or female.</p>	<p>Verb: Querer in the conditional: quisiera ¿Cómo? ¿Cuándo? ¿Cuántos? Nouns have determiners. The rule for the verb 'Hay'.</p>	<p>Agreement with the singular and plural nouns Revising gender and number agreement. Adjectival agreement. The verb: Gustar, Tener. Plural and singular for asking about quantities: Cuanto cuesta? Cuanto cuestan?</p>	<p>Some adjectives change the spellings to match the nouns. Understand and use present tense forms of high-frequency verbs. The verb to be ser, the verb tener present tense Verbs: llevar, tener Clothes have to have the correct ending: masculine, feminine, singular and plural</p>	<p>Nouns have determiners. High frequency verbs in the first person. Revising present using present perfect tense: se me da bien / mal The verbs: Estar vs Ser Estar is used to describe attributes that can change and Ser is used for identity, of who you are.</p>	<p>Nouns have determiners. High frequency verbs in the first person. Revision of conditional, Preterit, imperfect, present perfect Verbs: Poder, tomar, hacer When using Poder before another verb, the second verb is written in the infinitive form.</p>
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	Numbers to 60 Time Daily Routine	Homes and houses	Sports	Funfairs and favourites	Breakfast foods Café culture	Revising module
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <p>The starred (*) content above will not be applicable to ancient languages.</p>					
Specific content (substantiative Knowledge)	<p>Numbers from 21 – 60</p> <p>Asking what the time is and knowing every hour from 1 o'clock to 12 o'clock. Daily routine for the morning</p> <p>Sound spelling – die, quin, vei, cin, que, ho, yu, llas, va, vi</p>	<p>Revise the verb 'hay' (there is / there are).</p> <p>Learn items found in the house and each room. Use adjectives to describe household items.</p> <p>Sound spelling – ha, ci, je, jar</p>	<p>Revise of the verb: gustarse / encantarse.</p> <p>Introducing the verb: To hate.</p> <p>Adjectives: fast /boring / fun / difficult / calm / tiring / great / challenging / rubbish / cool.</p> <p>Different sports activities</p> <p>Sound spelling – cesto, gim, cion, qui, jue.</p>	<p>Children will be exposed to names of funfair rides and different foods that can be found there.</p> <p>They will also be able to express their favourite: animal / book / sport / film / vegetable / colour / team. As well as more adjectives</p> <p>Sound spelling – sion, zas, he, na</p>	<p>Learn how to describe what they eat for breakfast.</p> <p>Children will also learn typical food that can be found in all across Spain and use role play to pretend they are at cafes and ordering food.</p> <p>Using the verbs: querer</p> <p>Sound spelling – quilla, merme, cao, vas, zo, que, zu</p>	<p>This module is an opportunity for the teacher to go back and revisit areas that the pupils were struggling with or need more time to practice.</p> <p>This can be decided from the Assessment Tracking.</p>
Sequencing knowledge	<p><u>Prior knowledge:</u> Children will have learnt numbers from 0 – 15 in Year 3</p> <p><u>Future knowledge:</u> Continue regular and irregular verbs in following units.</p>	<p><u>Prior knowledge:</u> Verb 'hay' learnt in Year 5.</p> <p><u>Future knowledge:</u> Regular and irregular verbs taught in following units.</p>	<p><u>Prior knowledge:</u> This unit links adjectives learnt in previous units.</p> <p><u>Future knowledge:</u> Continue with discussing favourites in the next unit.</p>	<p><u>Prior knowledge:</u> In the first Autumn 1 of Year 6, children were learning to give opinions.</p> <p><u>Future knowledge:</u> longer conversations will be in the next unit.</p>	<p><u>Prior knowledge:</u> Children will have learnt about Daily Routine and Time in Autumn 1 in Year 6.</p> <p><u>Future knowledge:</u> Children will be able to expand on their sentences with adjectives and descriptive words.</p>	<p><u>Prior knowledge:</u> Revisiting any areas that need strengthening</p> <p><u>Future knowledge:</u> Continue learning Spanish in KS3</p>

Vocabulary	Verbs: despertarse / levantarse / vestirse / cepillarse / ducharse / irse	La casa / la habitacion / la cocina / la bano / el comedor / el salon / el garaje / el jardin	Te gusta? / me gusta...porque es../ no me gusta///porque es.../me encanta...porque es...odio...porque es	Mi animal / libro / deporte / pelicula / verdure / color / equipo favorite es..../es lento / es alto / da miedo / da vueltas y vueltas / es rápido	El desayuno/ mi desayuno favorito es.../ cereales / zumo / tostada con mantequilla / Que querías? / quiero.. / croquetas / queso / calamares / chorizo	
Grammar	Using adverbs Expressions of frequency	Prepositions Revision of adjectival agreement	Identify cognates. Grammar regular verbs: AR Jugar.	Identify cognates. Expressing wishes. Revision of immediate future Using imperfect tense	Immediate future	
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