MFL (Spanish) Scheme of Work & Skills and Knowledge Progression

Key Stage 1 and Key Stage 2

The INTENT of our MFL (Spanish) Curriculum

"Learning another language is not only learning different words for the same things, but learning another way to think about things." – Flora Lewis

MFL (Spanish) Statement of Intent

At St Meryl School we study Spanish. Our purpose is to equip children with a depth and breadth of learning through the implementation of the 'PlanIt' Spanish scheme of work and the Lightning Languages Spanish scheme of work.

Our intent is to give the children the tools needed to grow and develop their love of Modern Foreign Languages by providing a curriculum that is:

- Engaging and enjoyable
- Increases self-confidence as it provides an opportunity to perform
- The confidence to speak with good intonation and pronunciation.
- Improves the learners understanding of the English language

• Supports children to have a positive attitude towards other cultures, thinking globally • Supports a growth mind-set and the development of critical thinking skills

Aims of MFL (Spanish)

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

National Curriculum Programmes of Study:

KS1	MFL are non-statutory in KS1
KS2	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 • 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.

Implementation: St Meryl School MFL (Spanish) Scheme of Work and Planning

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1 and 2- Lightning Languages Songs (Any order)	Hello	Goodbye	How are you?		Please and thank you	
	What's your name?		How old are you?		Colours of the Rainbow.	
YEAR 3-PlanIt	Meet and Greet	My Body	Time to Eat	The People Around Me	All About School	Tell Me When
YEAR 4-PlanIt	My Town	Let's Go!	Shopping	The Wider World	My Routine	Free Time
YEAR 5-PlanIt	All About Me	The Way We Look	Eating Out	My World	In the Classroom	Our Past
YEAR 6-PlanIt	Exploring a Spanish Town	At the Shops	Discovering Spanish	At What Time?	Our Wonderful World	To the Next Adventure

MFL (Spanish) Progression of Skills and Knowledge

YEAR 3	
Skills	1. Listen attentively to spoken language and show understanding by joining in and responding. 2. Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words. 3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 4. Speak in sentence, use familiar vocabulary, phrases and basic language structures. 5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 6. Present information orally to a range of audiences. 7. Read carefully and show an understanding of words, phrases and simple writing. 8. Appreciate stories, songs, poems and rhymes in the language. 9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 11. Describe people, places, things and actions, orally and in writing. 12. 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 language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Knowledge	**1.** Words and phrases: To greet people in different ways; To exchange names; To say how I feel; To say goodbye and reply to greetings; To say number 0-10; To ask how old someone is and say my own age. 2. Words and phrases: To say instructions; To show an understanding of different body parts; To show an understanding of action words; To say colour words; To name clothes and use the masculine and feminine form of 'a'; To say what I and someone else is wearing. 3. Words and phrases: To name food items; To ask for someone politely and use the word some; To say if I like or dislike a food using the correct determiner and me gusta/ me gustan; To describe what colour something is adding light or dark; To use adjectives to describe food; To talk about, request and ask and answer questions about foods. 4. Words and phrases: To identify family members, use my and explain who's who; To name a range of animals and use the verb 'tener' in the correct form; To copy the Spanish alphabet and give spellings with the correct pronunciation; To ask someone's name and say what they are called. 5. Words and phrases: To identify classroom objects and to ask or say where they are; To name objects in a pencil case; To name a subject at school and to ask or say if someone likes/ dislikes it; To understand and follow instructions; To name places around school and ask and say where I am; To name a range of school activities. 6. Words and phrases: To count up to 31; To say the days of the week; To say the months of the year; To say when my and someone else's birthday is; To say the date and identify important Spanish festivals; To adapt a verb to past or future tense.
YEAR 4	
Skills	1. Listen attentively to spoken language and show understanding by joining in and responding. 2. Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words. 3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

	4. Speak in sentence, use familiar vocabulary, phrases and basic language structures. 5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 6. Present information orally to a range of audiences. 7. Read carefully and show an understanding of words, phrases and simple writing. 8. Appreciate stories, songs, poems and rhymes in the language. 9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 11. Describe people, places, things and actions, orally and in writing. 12. 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 language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Knowledge	1. Words and phrases: To name different ways of travelling and ask or answer questions about transport; To ask and tell someone how to get to school; To ask for and respond to directional instructions; To say a sequence of movements and to give and follow instructions; To ask for and give directions; To say how different people travel to different places in town-subject/ verb agreement. 2. Words and phases: To answer the question-where do you live using countries and capitals of the UK; To ask and answer the question- Where is Spanish spoken; To say compass points in Spanish and change a el to al and al de to del; to name 10 different countries and continents; to use past tense verbs; To identify animals and identify the continent they are from. 3. Word and phrases: To say and write the time using O'clock and half past; To say sentences to describe daily activities using time connectives to order them; To reply to question about a schedule using time words; To say quarter past and quarter to; To say before and after and say the days of the week and school subjects; To count in fives to 60. 4. Words and phrases: To say what city it is, where do you live? And I live in ……; To use words to describe what is in a town; To count up to 100 in tens; To recognise and say numbers from 0 to 100; To ask and say where we live. 5. Words and phrases: To name fruits and to user the phrase 'Te gustan..'; To name a range of vegetables and use unos and unas for plurals; To name different clothes and describe them using adjectives; To name shops and ask and answer-Where can I buy?; To ask how much is it/ are they?; 6. Words and phrases: To use the appropriate verb form in third person, singular or plural (es or son) and to know the seasons; To say what the weather is; To say different sports and to give an opinion; To name a range of holiday destinations and how to get there; To say about a range of holiday activities;
YEAR 5	
Skills	1. Listen attentively to spoken language and show understanding by joining in and responding. 2. Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words. 3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 4. Speak in sentence, use familiar vocabulary, phrases and basic language structures. 5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 6. Present information orally to a range of audiences. 7. Read carefully and show an understanding of words, phrases and simple writing.

	8. Appreciate stories, songs, poems and rhymes in the language. 9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 11. Describe people, places, things and actions, orally and in writing. 12. 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 language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Knowledge	1. Words and phrases: To use 'al lado de' to say where something is in the classroom; To use positional language and the words-true or false; To say a favourite subject and subject you like best at school; To name shapes, understand a description and answer questions about shapes; To ask and answer questions appropriate to the classroom. 2. Words and phrases: To name a range of hot drinks and ask and answer questions about drink choices; To know the phrase-What time does it open/close; To write a sentence about what I would like to eat and drink at breakfast; To identify a range of sandwich fillings and to write a sentence about sandwich preferences; To use adjectives to describe food; To say what drink and pizza I would like to order. 3. Words and Phrases: To name a larger range of body parts and describe them; To use a range of words to describe hair and eyes; To describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school; To name a range of clothes and say what they are wearing using- lleva; To know and use feeling words and describe how I feel; To name a range of body parts and to say what hurts. 4. Words and phrases: To introduce yourself using a range of phrases; To say a range of free-time hobbies and express opinions about them; To respond to questions about where and who I live with; To name different jobs and ask and answer questions about them; To user future tense and say what I am going to do for a living. 5. Words and phrases: To describe someone else's family using the correct determiner; To say a range of farm animals; To describe a favourite animal using the correct form of an adjective; To say different types of homes and describe their size; To name rooms in a house; To use the conjunctions- and, but, because. 6. Words and phrases: To say three and four-digit numbers; To ask and answer questions about the date using the different tense; To say the question- What year was it? And answer 'It was in the year ……; To say the phrases- When were/ was you/ I/he/she born? To answer- I/she/he/it was born. To ask- Where were you/ I/ he/she born?: To write sentences about where people were born/died.
YEAR 6	
Skills	1. Listen attentively to spoken language and show understanding by joining in and responding. 2. Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words. 3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 4. Speak in sentence, use familiar vocabulary, phrases and basic language structures. 5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 6. Present information orally to a range of audiences. 7. Read carefully and show an understanding of words, phrases and simple writing. 8. Appreciate stories, songs, poems and rhymes in the language.

	9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 11. Describe people, places, things and actions, orally and in writing. 12. 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 language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Knowledge	1. Words and phrases: Describing where someone lives using the correct form of verb for the subject; To make sentences to say what I can do in different places in the town; To say the position of different places in town; To use a range of adjectives to compare towns. To describe a town and present an opinion about a town in detail. 2. Words and phrases: To identify shops, shopping items and the correct form of the verb 'to buy'; To understand detailed descriptions of clothing; To ask for prices and say the cost in Spanish using euros; To say the phrases- What is on your shopping list? And to answer- On my shopping list there are/ is …….. 3. Words and phrases: To compare countries using appropriate adjectives; To say the question- What is the distance between? And to say-It is …… kilometres; To say a greater range of compass points; To say and write sentences about things you can do in a town (Madrid). 4. Words and phrases: To ask the question-What environmental challenges are there in your town? And to reply- there is/ are, there isn't/aren't……; to say phrases for small actions to help the environment in the local area; To say a range of possible actions that some groups of people are going to do to help the environment in the local area; To sue the phrases- What environmental challenges are there in your town? And then respond with- There is/are or there isn't/aren't……; 5. Words and phrases: To say, using a range of words and phrases, when activities are happening in a hotel; To use a range of adverbs when talking about routines; To name different parts of an airport and understand a simple description; To read and understand airport information charts. 6. Words and phrases: Intro and consolidate some useful vocabulary for the unit - horse, coat, purple, potato, head, PE, aunt, hi, kitchen, swimming, neighbour, horror film, frightening, car, very/really, or, but etc.