



## MFL curriculum map

Year Groups	Autumn Term	Spring Term	Summer Term
Year Three	<p>Year 3 pupils start with the <b>phonics</b>, learning the <b>vowels</b> first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other <b>key phonic sounds</b>. They read <b>rhyming stories, sing songs, practise tongue twisters</b> and have further opportunities to make the <b>sound-written link</b> by listening to words and anticipating their spelling. They also learn some <b>nouns (pencil case items)</b>. They are made aware of gender through colour coding. They use the verb forms <b>‘tengo – I have’, ‘es – it is’</b> and <b>implicitly encounter the negative forms of these</b>.</p> <ul style="list-style-type: none"> <li>• <b>Listen attentively to spoken language and show understanding by joining in and responding</b></li> </ul>	<p>The theme is animals and colours. The linguistic focus is <b>gender, articles</b> (definite &amp; indefinite), <b>plurals</b> and <b>adjectives</b> (position &amp; basic agreement). The grammatical concepts are all based around a <b>core vocabulary</b> of 9 animal nouns and 6 colours so nothing so becomes too difficult.</p> <p>The key verbs are ‘es’ (he/she/it is), ‘son’ (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to ‘también’ (also/too/as well), ‘pero’ (but).</p> <p>Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</p>	<p>This unit focuses on <b>memory</b> and <b>performance</b> in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful.</p> <p>Take some video of your pupils’ performances or have the most confident perform in assembly!</p>

	<ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>	<p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Describe people, places, things and actions orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> </ul>
<p><b>Year Four</b></p>	<p>This unit focuses on <b>numbers</b> 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will <b>use</b> the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.</p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar</li> </ul>	<p>This unit develops the same linguistic skills in different contexts. There is a focus on <b>shapes</b> and <b>prepositions</b> of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).</p>	<p>During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip'. They learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use <b>key verbs in the 3rd person</b> singular and plural: --&gt; tiene (has), es (is), tienen (have), son (are).</p>

	<p>vocabulary, phrases and basic language structures</p> <ul style="list-style-type: none"> <li>• appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> </ul>
Year Five	<p>This unit starts with simple <b>calculations</b> based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their <b>food</b> and <b>drink</b> vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.</p> <ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of</li> </ul>	<p>This unit focuses on <b>sports</b> and <b>opinions</b>. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.</p> <ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek</li> </ul>	<p>In this term, learners use <b>dictionaries</b> to look up different instruments. They use opinions in the context of different types of <b>music</b>, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) &amp; 'encantar' (to love) and the fact that the adjectives used to describe things must match the number &amp; gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports or music.</p> <p>As always, pupils are encouraged at all</p>

	<p>others; seek clarification and help</p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>	<p>clarification and help.</p> <ul style="list-style-type: none"> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> </ul>	<p>times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p> <ul style="list-style-type: none"> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> </ul>
<p><b>Year Six</b></p>	<p>Pupils begin this unit by learning to describe the <b>weather</b>. They then move on to revising colours (with <b>adjectival agreement</b>) with common nouns and then the flags of a few</p>	<p>Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and</p>	

familiar countries. They also learn how to express what each country is famous for, paying attention to the **number** and **gender** of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming **plurals** of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town and are then invited to work **independently** to describe photos (making use of a word list provided) and give their **opinions** on them.

- **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**
- **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**

eventually to **describe** a festival in the UK if they can. Following on from this, learners extend their learning to the theme of holidays. They **research** holiday destinations in Spanish-speaking countries and **apply** the language they know to describe holiday pictures and write holiday postcards.

- **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**

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