



<p><b>National Curriculum Aims:</b></p> <ul style="list-style-type: none"> <li>- understand and respond to spoken and written language from a variety of authentic sources</li> <li>- 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.</li> <li>- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>- discover and develop an appreciation of a range of writing in the language studied.</li> </ul>
<p><b>National Curriculum – Key Stage 1:</b></p>
<p><b>National Curriculum Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding</li> <li>- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <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> <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> <li>- appreciate stories, songs, poems and rhymes in the language</li> <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>- write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>- describe people, places, things and actions orally* and in writing</li> <li>- 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.</li> </ul>
<p><b>Early Years:</b></p>

STRAND -	Nursery	Reception	Year 1	Year 2
Understanding & Responding		Autumn: - to learn the Spanish word for 'hello'.  Spring: - to count 0-3.  Summer: - to learn colours.	Autumn: - to count 4-7.  Spring: - to learn the names for different body parts.  Summer: - to learn the word for 'duck'.	Autumn: - to learn names for different body parts.  Spring: - to learn colours.  Summer: - to learn the names of farm animals.
Examples of activities and resources		Autumn: - sing '¡Hola!' <a href="https://www.youtube.com/watch?v=4deUxsQOGps">https://www.youtube.com/watch?v=4deUxsQOGps</a>  Spring: - sing 'Siete Pasos' <a href="https://www.youtube.com/watch?v=VmeILHEKqYA">https://www.youtube.com/watch?v=VmeILHEKqYA</a>  Summer: - sing 'Veo Algo Azul' <a href="https://www.youtube.com/watch?v=SCKOI5Dlujw">https://www.youtube.com/watch?v=SCKOI5Dlujw</a>	Autumn: - sing 'Siete Pasos' <a href="https://www.youtube.com/watch?v=VmeILHEKqYA">https://www.youtube.com/watch?v=VmeILHEKqYA</a>  Spring: - sing 'Cabeza, Hombros, Rodilla, Pie' <a href="https://www.youtube.com/watch?v=hEciwvHE6wVc">https://www.youtube.com/watch?v=hEciwvHE6wVc</a>  Summer: - sing 'Cinco Patitos'. <a href="https://www.youtube.com/watch?v=9yJYOsYCPvE">https://www.youtube.com/watch?v=9yJYOsYCPvE</a>	Autumn: -sing 'Un pequeño dedo'. <a href="https://www.youtube.com/watch?v=GEUbpS3Y2ow">https://www.youtube.com/watch?v=GEUbpS3Y2ow</a>  Spring: - sing '¿Cual es tu color favorito?' <a href="https://www.youtube.com/watch?v=PHPbq9x8Gvs">https://www.youtube.com/watch?v=PHPbq9x8Gvs</a>  Summer: - sing 'El Viejo MacDonald tenía una granja' <a href="https://www.youtube.com/watch?v=sllDEWWde8">https://www.youtube.com/watch?v=sllDEWWde8</a>

<b>Key Vocabulary</b>		Autumn: Hola – hello  Spring: uno – one dos – two tres – three  Summer: azul – blue amarillo – yellow rojo – red	Autumn: cuatro – four cinco – five seis – six siete – seven  Spring: cabeza – head hombros – shoulders rodilla – knees pie – feet  Summer: Mamá – Mummy patito – duck un día – one day colina - hill	Autumn: dedo – finger brazo – arm barbilla – chin arriba – up abajo - down  Spring: Me gusta – I like verde – green naranja - orange  Summer: vaca – cow caballo – horse cerdo – pig
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Understanding & Responding	Year 3	Year 4	Year 5	Year 6
<b>Core Knowledge</b>	<p><b>A1:</b> - to read sentences describing appearance, sometimes joined with 'y'. - to listen to and respond to instructions, touching different body parts (including arms, legs, head, eyes, ears, mouth, nose, feet, knees)</p> <p><b>A2:</b> - to understand Christmas traditions/Epiphany in Spain</p> <p><b>Sp1:</b> - to learn vocabulary for different weather conditions, including rain, sun, snow, wind, hot, cold - to learn new vocabulary for the seasons.</p> <p><b>Sp2:</b> - to listen to 'en la granja de mi tío' and join in with repeated phrases/refrains. - to read names of wild animals and match it to a picture.</p> <p><b>Su1:</b> - to read sentences about what subjects I enjoy and don't enjoy at school. - to ask questions, listening to the answer, then translating the answer from Spanish to English.</p> <p><b>Su2:</b> - to listen to new vocabulary for fruit and vegetables, picking the correct one to match the word. - to read a menu of basic foods.</p>	<p><b>A1:</b> - to listen to an adult or partner describe animals, understanding that the noun comes before the adjective. - to read masculine and feminine nouns, and begin to notice the difference.</p> <p><b>A2:</b> - to listen to an adult describe animal habitats and match them with the correct animal, e.g. matching 'serpiente' with 'la jungla'. - to understand Christmas traditions/Epiphany in Spain.</p> <p><b>Sp1:</b> - to listen to new vocab to describe important dates, e.g. Christmas, birthdays, etc. - to read questions and answers about the weather, matching them correctly.</p> <p><b>Sp2:</b> - to read nouns, sorting them into masculine and feminine. - to read nouns, adding 'el' or 'la'/'un' or 'una'.</p> <p><b>Su1:</b> - to read a menu of basic foods. - to listen to new vocabulary for fruits and vegetables, picking the correct one to match the word.</p> <p><b>Su2:</b> - to read nouns, adding 'el' or 'la'/'un' or 'una'. - to listen to a sentence, picking out the verb-noun-adjective sequence.</p>	<p><b>A1:</b> - to listen to a question and answer about hobbies, translating the answer from Spanish to English.</p> <p><b>A2:</b> - to read questions about animals. - to read, and begin to understand, the nativity story. - to understand Christmas traditions/Epiphany in Spain.</p> <p><b>Sp1:</b> - to read the time to o'clock. - to recap time (months of the year).</p> <p><b>Sp2:</b> - to read a question about time and give an appropriate answer. - to read basic sentences and unscramble them.</p> <p><b>Su1:</b> - to listen to descriptions of places, translating the answers from Spanish to English. - to read 'why' questions and answer them.</p> <p><b>Su2:</b> - to listen to sentences, then sorting them based on whether or not they are positive or negative. - to read a negative sentence aloud, that has been joined with another using the word 'porque'</p>	<p><b>A1:</b> - to recap family vocabulary, listening to familiar words and translating them from Spanish to English. - to read my work back, checking for accuracy.</p> <p><b>A2:</b> - to read masculine and feminine nouns, adding 'el' or 'la' / 'un' or 'una'. - to read, and begin to understand, the nativity story. - to understand Christmas traditions/Epiphany in Spain.</p> <p><b>Sp1:</b> - to listen to an adult, or native speaker, talk about the weather, translating what I hear from Spanish to English.</p> <p><b>Sp2:</b> - to listen to a native speaker or adult join 2 sentences using 'pero', translating what I hear from Spanish to English. - to read 2 sentences that have been joined with 'pero', checking for accuracy as I read.</p> <p><b>Su1:</b> - to read compass points for North, East, South and West. - to read sentences that describe the location of different places in the United Kingdom.</p> <p><b>Su2:</b> - to read nouns, adding 'el' or 'la' / 'un' or 'una'. - to listen to a friend use the verb 'dormir' in a sentence, knowing who they are speaking to by listening for the verb ending.</p>
<b>Examples of activities and resources</b>	<ul style="list-style-type: none"> <li>- partner work, talk partners</li> <li>- Sing 'cabeza, hombros, rodilla, pie'</li> <li>- Read 'Comó tu, comó yo'</li> <li>- Read 'El nacimiento de Jesús'</li> <li>- Read 'Mi mamá'</li> <li>- role play (café/restaurant)</li> <li>- comprehension work</li> <li>- matching pictures and words/vocabulary/sentences</li> <li>- read 'Invierno'</li> <li>- matching objects with words/vocabulary</li> <li>- read '¿Quién se ha comido mi fruta?'</li> </ul>	<ul style="list-style-type: none"> <li>- partner work, talk partners</li> <li>- matching pictures and words/vocabulary/sentences</li> <li>- read 'Caminando por la jungla'</li> <li>- read 'El nacimiento de Jesús'.</li> <li>- comprehension work</li> <li>- read 'Invierno'</li> <li>- read 'Buenas Noches'</li> <li>- read '¿Quién se ha comido mi fruta?'</li> <li>- matching questions and answers</li> <li>- role play (café/restaurant)</li> </ul>	<ul style="list-style-type: none"> <li>- partner work, talk partners</li> <li>- act out/participate in 'La Natividad'</li> <li>- comprehension work</li> <li>- role play/drama work</li> <li>- read 'El nacimiento de Jesús'</li> <li>- read 'Buenas Noches'</li> </ul> <p><a href="T:\Curriculum\MFL - Spanish\Nativity.docx">T:\Curriculum\MFL - Spanish\Nativity.docx</a></p>	<ul style="list-style-type: none"> <li>- Read 'Mi mamá'</li> <li>- partner work, talk partners</li> <li>- act out/participate in 'La Natividad'</li> <li>- comprehension work</li> <li>- role play/drama work</li> <li>- read 'Invierno'</li> <li>- compass work</li> <li>- presentation work</li> </ul> <p><a href="T:\Curriculum\MFL - Spanish\Nativity.docx">T:\Curriculum\MFL - Spanish\Nativity.docx</a></p>

<b>Key Vocabulary</b>	A1: pelo, ojos, marrón, rubio, negro, azul, verde orejas, boca, nariz y	A1: blanco, negro, En la jungla..., gato, perro	A1: ¿Te gusta?, Me gusta..., No me gusta... y ver, ir	A1: Madre, Padre, Hermano, Hermana, Abuelo, Abuela, Tío, Tía, Primos
	A2: Epiphany, Día de los Reyes Magos, Róscon	A2: jungla, el zoo, la jardín Epiphany, Día de los Reyes Magos, Róscon	A2: ¿Cómo es?, Es un... María, José, Jesús, Ángel Gabriel, Posadero uno/dos/tres, Pastores uno/dos/tres, Reyes Magos uno/dos/tres	A2: el/la, un/una, María, José, Jesús, Ángel Gabriel, Posadero uno/dos/tres, Pastores uno/dos/tres, Reyes Magos uno/dos/tres
	Sp1: nieve, frío, caliente, El tiempo es... Primavera, Verano, Otoño, Invierno	Sp1: Lunes, Martes, Miercoles, Jueves, Viernes, Sábado, Domingo Navidad, Mi cumpleaños..., es en..., El tiempo es..., nieve, frío, caliente	Sp1: ¿Qué hora es?, Es la... Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Setiembre, Octubre, Noviembre, Diciembre	Sp1: ¿Qué es el tiempo?, El tiempo es... Hace..., sol, frío, calor, viento En...es...
	Sp2: animales, granja, la vaca, el coballo, el cerdo, la gallina jungla, cebra, gorila, mono, jirafa	Sp2: el/la, un/una	Sp2: Su1: el cine, el parque, la biblioteca, la piscine ¿Por qué?	Sp2: Bebe, Como, Toco, Llevo pero
	Su1: Me gusta..., No me gusta...	Su1: la fresa, el melon, la pimiento, el tomate Me gusta..., café con leche, bocadilla, el jámon, el queso, por favour, gracias	Su2: No veo..., No como..., No quiero...	Su1: Norte, Sur, Este, Oeste, Vivo en..., Es en...  Su2: el/la, un/una Dormir

STRAND –	Year 3	Year 4	Year 5	Year 6
Speaking & Communicating				
Core Knowledge	<p>A1: - to orally use greetings, such as 'hello', 'good morning' and 'goodbye'. - to orally tell someone my name, age and birthday.</p> <p>A2: - to name different family members, including mum, dad, grandma, grandad, sister, brother, aunty, uncle - to describe who I live with. - to ask/question a partner about who lives in their house</p> <p>Sp1: - to say, and correctly pronounce, vocabulary to describe different weather conditions. - to use different weather conditions to describe what I can do, e.g. 'in the rain, I play inside'.</p> <p>Sp2: - to orally name different pets. - to talk about pets that I have, and animals that I like.</p> <p>Su1: - to name school equipment, including pencil, ruler, pen, eraser, sharpener, etc. - to name different school lessons.</p> <p>Su2: - to describe where I am going on my holidays.</p>	<p>A1: - to recap and revisit Spanish greetings, asking a friend some basic questions, such as 'what is your name?' and 'how are you?' - to use the correct verb endings for 'volando', 'nadando' and 'corriendo' when describing how animals move.</p> <p>A2: - to describe animals and their habitats.</p> <p>Sp1: - to tell the time using vocab such as 'mañana' and 'tarde'. - to describe seasonal weather.</p> <p>Sp2: - to orally change the ending of the word 'tener', depending on who I am talking to.</p> <p>Su1: - to orally rehearse, and use, new words for 8 different food. - to use food and drink words, and appropriate verbs, in a sentence.</p> <p>Su2: - to orally change the ending of the word 'comer', depending on who I am talking to. - to describe where I am going on my holidays.</p>	<p>A1: - to talk about the hobbies I have. - to use new hobby vocabulary in a sentence, with a verb. - to join two sentences using 'y'.</p> <p>A2: - to describe animals by appearance.</p> <p>Sp1: - to describe what I do at different times of the year. - to use the word 'mañana' to tell a friend what I am doing tomorrow.</p> <p>Sp2: - to listen to a question about time, and give an appropriate answer.</p> <p>Su1: - to ask and answer questions about places in my local area. - to ask and answer questions related to rooms in my house.</p> <p>Su2: - to describe where I am going on my holidays.</p>	<p>A1: - to give descriptions of my family members.</p> <p>A2: - to say a basic phrase, remembering that the noun comes before the adjective.</p> <p>Sp1: - to orally describe the weather. - to tell a partner about the hobbies/activities I like to do in certain weathers.</p> <p>Sp2: - to orally join 2 sentence with 'con'. - to say a sentence with a noun, verb and adjective in, remembering the correct grammatical structure.</p> <p>Su1: - to name different European countries. - to orally describe where different countries are in the world, using compass points to describe their location.</p> <p>Su2: - to change the ending of the verb 'viajar', thinking about who I am speaking to. - to describe where I am going on my holidays.</p>

<b>Examples of activities and resources</b>	- partner work, talk partners - role play - presentation work - play '¿Quién es?' - sing 'En la granja de mi Tío'.	- partner work, talk partners	- partner work, talk partners	- partner work, talk partners - grammar work - play '¿Quién es?'
<b>Key Vocabulary</b>	A1: Buenos días, Buenos tardes, Adiós ¿Cómo te llamas?, Me llamo..., cumpleaños Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Setiembre, Octubre, Noviembre, Diciembre A2: Madre, Padre, Hermana, Hermano, Abuela, Abuelo, Tía, Tío Vivo con..., En mi casa... Sp1: sol, lluvia, nublado, El tiempo es... En... Sp2: animales, casa, perro, gato, pex, cobaya, conjeo Me gusta..., No me gusta..., Tengo..., No tengo... Su1: el lápiz, la regla, el libro, la mesa, la silla Inglés, Matemáticas, Ciencia, Español Su2: visitar, las vacaciones, la playa, la acampada, la caravan	A1: Señor/Señora, Señorita, ¿Cómo estas?, volando, nadando, trotando, corriendo A2: jungla, el zoo, la jardín Sp1: mañana, tarde, en la... Primavera, Verano, Otoño, Invierno Sp2: tengo Su1: el huevo, el jamón, el pez, las patatas fritas Quiero comer..., Quiero beber... Su2: comer visitar, las vacaciones, la playa, la acampada, la caravan	A1: Me gusta..., No me gusta... bailar, cantar, jugar A2: feo/fea, guapo/guapa, feroz Sp1: En...es mi..., celebramos, cumpleaños, Pascua, Navidad Mañana..., Voy... Sp2: ¿Cuándo es tu cumpleaños?, ¿Cuándo es tu vacaciones? Su1: ¿Adonde vas?, Voy... Su2: Visitar, Viajar, las vacaciones, la playa, el pueblo, la acampada, la caravan	A1: menor, mayor, Vivo con... A2: gato, perro, leo, freoz, blanco, negro (all previously taught animal nouns and adjectives) Sp1: ¿Qué es el tiempo?, Es... Quiero..., No quiero..., Voy, Ir Sp2: con... (All previously taught verbs) Su1: Inglaterra, España, Alemania, Francia Norte, Sur, Este, Oeste Su2: Viajar, Visitar, las vacaciones, la playa, el pueblo, la acampada, la caravan

STRAND - Writing & Grammar	Year 3	Year 4	Year 5	Year 6
<b>Core knowledge</b>	A1: - to write sentences about myself, giving basic information, such as name, age and birthday. A2: - to draw and label different family members. - to wish someone a 'Merry Christmas' Sp1: - to write sentences to describe different weather conditions/weather forecasts. Sp2: - to wish someone a 'Happy Easter'. - to draw and label some Easter pictures/objects. Su1: - to write names of lessons, using a dictionary to help. Su2: - to write a sentence, explaining what foods I like and dislike. - to write words and phrases to describe my upcoming holiday, and the transport I will use to get there.	A1: - to write words or phrases to describe how animals move. A2: - to write phrases and sentences to describe animals, knowing that the noun comes before the adjective. - to wish someone a 'Merry Christmas'. - to draw a Christmas picture and add labels. Sp1: - to use a dictionary to read different weather vocabulary. Sp2: - to write variations of the verb 'jugar', remembering to change the verb ending, depending on who I am writing about. - to wish someone a 'Happy Easter'. - to draw and label some Easter pictures/objects. Su1: - to write a phrase or sentence about my favourite food, using variations of the verb 'gustar'. Su2: - to write words and phrases to describe my upcoming holiday, and the transport I will use to get there.	A1: - to write 2 sentences, joined with 'y'. A2: - to write sentences about animals, joined with 'y'. Sp1: - to write sentences to describe what I do at different times of the day. Sp2: - to continue to develop my understanding of Spanish grammar by writing grammatically correct sentences, remembering that verbs come first. - to wish someone a 'Happy Easter'. Su1: - to draw pictures of different rooms in my house and label them with correct vocabulary. Su2: - to write negative sentences, understanding that the word representing the negative comes at the start. - to write words and phrases to describe my upcoming holiday, and the transport I will use to get there.	A1: - to write sentences, showing who lives in my house, using a dictionary to find any unfamiliar or new vocabulary. - to write sentences using 'y' to join 2 ideas. A2: - to write a basic sentence, remembering that the verb comes first. Sp1: - to write 2 different weather forecasts for 2 different countries, picking out key vocabulary that shows how they are different or similar. - to write sentences about what I like and don't like to do in certain weathers. Sp2: - to wish someone a 'Happy Easter'. Su1: - to use a dictionary to find the names of countries in other continents. Su2: - to write sentences to explain what transport I will use to travel on my holidays.

<b>Examples of activities and resources</b>	<ul style="list-style-type: none"> <li>- factfiles/passports</li> <li>- drawing pictures and adding labels</li> <li>- making and sending Christmas cards</li> <li>- writing weather forecasts</li> <li>- making and sending Easter cards</li> <li>- dictionary work</li> <li>- school timetables / 'mi dia perfecto'</li> <li>- writing sentences</li> </ul>	<ul style="list-style-type: none"> <li>- drawing pictures and adding labels</li> <li>- sentence work</li> <li>- making and sending Christmas cards</li> <li>- dictionary work</li> <li>- making and sending Easter cards</li> </ul>	<ul style="list-style-type: none"> <li>- sentence work</li> <li>- grammar work</li> <li>- making and sending Easter cards.</li> </ul>	<ul style="list-style-type: none"> <li>- dictionary work</li> <li>- sentence work</li> <li>- grammar work</li> <li>- writing weather forecasts</li> <li>- making and sending Easter cards.</li> </ul>
<b>Key Vocabulary</b>	<p>A1: Hola, Me llamo..., cumpleaños</p> <p>A2: Madre, Padre, Hermana, Hermano, Abuela, Abuelo, Tía, Tía Feliz Navidad</p> <p>Sp1: Primavera, Verano, Otoño, Invierno, En..., El tiempo es....</p> <p>Sp2: Felices Pascuas, pollito, el conejo de Pascua</p> <p>Su1: Arte, Geografía, Historia</p> <p>Su2: Me gusta..., No me gusta... el coche, el avión, el tren, el aeropuerto</p>	<p>A1: volando, nadando, trotando, corriendo</p> <p>A2: Feliz Navidad, Papá Noel, Reno, Muñeco de nieve</p> <p>Sp1: El tiempo es..., sol, lluvia, nublado</p> <p>Sp2: jugar Felices Pascuas, pollito, el conejo de Pascua, los huevos, la cruz</p> <p>Su1: Me gusta...</p> <p>Su2: el coche, el avión, el tren, el aeropuerto</p>	<p>A1: ;</p> <p>A2: En un... y</p> <p>Sp1: ¿Qué hora es?, A la...</p> <p>Sp2: Voy, Bailar el cine, el parque, la piscina, con... Felices Pascuas, pollito, el conejo de Pascua, los huevos, la cruz, el cordero</p> <p>Su1: la cocina, el salon, el baño, el cuarto</p> <p>Su2: No veo..., No como..., No quiero..., No juego... el coche, el avión, el tren, el aeropuerto</p>	<p>A1: ¿Que vive en su casa?, Vivo con..., En mi casa... alto, bajo, gorado, delgado</p> <p>A2: Bailar, Cantar, Jugar, con... (All previously taught verbs)</p> <p>Sp1: Quiero..., No quiero..., Voy, Ir</p> <p>Sp2: Felices Pascuas, pollito, el conejo de Pascua, los huevos, la cruz, el cordero, la cesta de los huevos de Pascua</p> <p>Su1: Australia, América, Italia</p> <p>Su2: el autobús, el coche, el avión, el tren, la estación de autobuses, la estación de trenes, el aeropuerto</p>