

**MFL Spanish curriculum intent**

At Nether Green Junior School it is our intent to expose pupils to different languages and cultures to enable them to enjoy, respect and celebrate differences within our own community and the world beyond. We aim to provide all of our children with fun, high quality Spanish lessons in order to ignite their love of learning languages and to experience growing confidence when using their speaking, listening, reading and writing skills.

We hope that all pupils will develop a genuine interest and curiosity about languages, finding them enjoyable and exciting and show a desire to continue their language learning past KS2. Although our current MFL taught is Spanish, we strive to provide children with opportunities to experience a range of other languages and celebrate the growing diversity of our pupils and the languages they speak such as Ukrainian, Somali, Arabic, Chinese and Urdu.

*'A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.'*  
(National Curriculum 2014)

Year group	Prior Knowledge	New Knowledge	Vocabulary	Provision for more able	Skills
<b>Y3 Autumn</b>	N/A	Greetings and names Classroom instructions Animals Aqui Hay (here is...) Gender Christmas	See Lesson Plans	To connect words together to form short phrases	<p><b>Listening</b></p> <p>Repeat words modelled by teacher, show understanding with an action.</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>
<b>Y3 Spring</b>	N/A	Memorisation & storytelling Spanish names Soy and Mi mamá story Colours Opinions Easter	See Lesson Plans	To be able to ask basic questions as part of a conversation.	<p><b>Speaking</b></p> <p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p>
<b>Y3 Summer</b>	N/A	Word order of adjectives Numbers 1-10 Revision and assessment Barcelona	See Lesson Plans	To teach another pupil what they know	<p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> <p><b>Writing</b></p>

					<p>Copy simple vocabulary.</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p> <p><b>Reading</b></p> <p>Begin to recognise written vocabulary/ single words.</p> <p>Begin to recognise written phrases.</p> <p><b>Grammar</b></p> <p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p>
<b>Y4 Autumn</b>	<p>Greetings and names</p> <p>Simple classroom instructions</p> <p>Animals</p> <p>Colours</p> <p>Aqui Hay (here is...)</p> <p>Gender</p> <p>Christmas</p> <p>Numbers 1-10</p>	<p>Revise Greetings and classroom instructions</p> <p>Describing animals by colour</p> <p>Word order and opinions</p> <p>The enormous turnip</p> <p>Numbers 1-31</p> <p>Numbers and tengo – I have</p> <p>Age</p> <p>Months and Birthdays</p> <p>Definite (el,le,los, las) and indefinite articles (un,una)</p> <p>Christmas</p>	See Lesson Plans	<p>To teach another pupil what they know</p> <p>To research vocabulary</p> <p>To describe patterns in numbers</p>	<p><b>Listening</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action.)</p> <p>Pick out known words in an ‘authentic’ conversation.</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p> <p><b>Speaking</b></p> <p>Use common phrases.</p>
<b>Y4 Spring</b>	<p>Introduction to numbers 1-31</p> <p>Spanish names</p> <p>Soy and Mi mamá story</p> <p>Colours and opinions</p>	<p>Quisiera – (I would like...)</p> <p>The connective ‘pero’ – (but)</p> <p>pero &amp; Quisiera</p> <p>Numbers 1-31</p> <p>Days of the week</p> <p>Days of the week, colours and dictionary work.</p>	See Lesson Plans	<p>To teach another pupil what they know</p> <p>To research vocabulary</p>	<p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p>

	Introduction to Easter	Easter		To extend speech using full sentences. To lead a conversation using questioning.	Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.  <b>Writing</b>  Children can write simple words and several short phrases from memory.  Children use understandable spelling.
<b>Y4 Summer</b>	All above Word order of adjectives Introduction to Barcelona	Assessment Gap filling Revision Raps Barcelona	See Lesson Plans	To teach another pupil what they know To research vocabulary To extend speech using full sentences. To lead a conversation using questioning.	<b>Reading</b>  Begin to recognise simple written phrases.  Recognise simple written phrases and understand a range of familiar written phrases.  <b>Grammar</b>  Can use indefinite and definite articles with singular and plural nouns.  Can use prepositions of place and sequencers.
<b>Y5 Autumn</b>	Greetings and classroom instructions Animals and colours Word order and opinions tengo – I have Definite (el,le,los, las) and indefinite articles (un,una) Christmas	Spanish names and introductions. Pronunciation and introductions. Animals and classroom instructions Animals and a poem Señor Romero’s day out También/Too and Opinions	See Lesson Plans	To teach another pupil what they know To research vocabulary To use a Spanish dictionary	<b>Listening</b>  Begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary.  Children can understand the main points of a short, spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.  <b>Speaking</b>  Children can ask and answer questions on the current topic.

<p><b>Y5 Spring</b></p>	<p>Quisiera – (I would like...) The connective 'pero' – (but) pero &amp; Quisiera Numbers 1-31 Days of the week Days of the week, colours and dictionary work. Easter</p>	<p>The Hungry Monster Food Opinions about food Goldilocks story Las Fallas festival Shopping for food and pronunciation Cultural Understanding Easter – Cultural Understanding</p>	<p>See Lesson Plans</p>	<p>To teach another pupil what they know To research vocabulary To extend speech using full sentences. To lead a conversation using questioning.</p>	<p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p> <p><b>Writing</b></p> <p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p><b>Reading</b></p> <p>Read and show understanding of more complex written phrases.</p>
<p><b>Y5 Summer</b></p>	<p>Months Numbers 1-31 Days Barcelona</p>	<p>Months revision Numbers 1-31 and Spanish maths Dates, birthdays and name days Assessment Gap filling</p>	<p>See Lesson Plans</p>	<p>To teach another pupil what they know To research vocabulary To extend speech using full sentences. To lead a conversation using questioning.</p>	<p>Read and show understanding of a piece of writing based on the current topic</p> <p>Read short passages and pull answer questions on what they have read.</p> <p><b>Grammar</b></p> <p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p>
<p><b>Y6 Autumn</b></p>	<p>Spanish names and introductions. Pronunciation and introductions. Animals and classroom instructions Animals and a poem</p>	<p>Names, Greetings and classroom instructions Tengo (I have), Ages and Numbers to 31 Numbers Revision, Dictionary Skills, Animals and Aqui hay Days of the week - el día de la semana and Months Colours and Opinions Definite (el,le,los, las) and indefinite articles (un,una)</p>	<p>See Lesson Plans</p>	<p>To teach another pupil what they know To research vocabulary To use a Spanish dictionary</p>	<p><b>Listening</b></p> <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p> <p><b>Speaking</b></p>

	También/Too and Opinions Christmas	Personal descriptions – Body Parts Personal descriptions – facial features and size Personal descriptions Tener / to have Little Red Riding Hood – Caperucita Roja Family/ Mi Familia Christmas			Engage in short scripted conversations.  Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.  Children can ask and answer simple questions on a few very familiar topics.  <b>Writing</b>  Adapt taught phrases to create new sentences.
<b>Y6 Spring</b>	The Hungry Monster Food Opinions about food Goldilocks story Las Fallas festival Shopping for food and pronunciation Cultural Understanding Easter – Cultural Understanding	Family/ Mi Familia – Descriptions Possessive adjectives Dictionary skills and pronunciation Clothes Clothes and colours The hedgehog story Food Talk4Writing and revision Cultural understanding - Easter	See Lesson Plans	To teach another pupil what they know To research vocabulary To extend speech using full sentences. To lead a conversation using questioning.	Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.  <b>Reading</b>  Practice reading longer texts aloud, containing taught phrases and vocabulary.  Children can understand a short text made up of short sentences with familiar language on a familiar topic.  Can use a dictionary or word list.  <b>Grammar</b>  Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.
<b>Y6 Summer</b>	Months revision Numbers 1-31 and Spanish maths Dates, birthdays and name days Assessment Gap filling	Revision Sports and opinions Sports/sport clothing and opinions Assessments San Fermín festival project	See Lesson Plans	To teach another pupil what they know To research vocabulary To extend speech using full sentences. To lead a conversation	

				using questioning.	
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