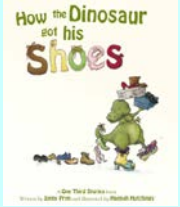

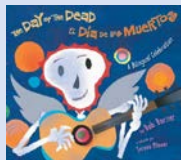
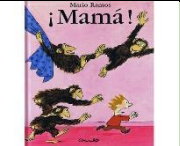

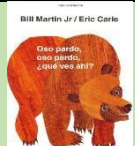


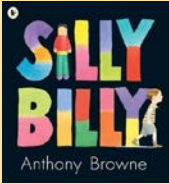
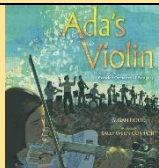
DETAILED CURRICULUM OVERVIEW FOR MFL (SPANISH) 2024-2025

Year Group	Year 3		Year 4		Year 5		Year 6	
Term and Umbrella themes	Autumn 1 All About Me	Autumn 2 Celebrations	Autumn 1 All About Me	Autumn 2 Celebrations	Autumn 1 All About Me	Autumn 2 Celebrations	Autumn 1 All About Me	Autumn 2 Celebrations
Context	<p>Greetings, Feelings & Introducing myself</p> <p>Greeting others appropriately and saying your name.</p> <p>Saying how you feel.</p> <p>Saying your favourite colour</p> 	<p>Age & Birthdays</p> <p>Saying how old you are and when your birthday is.</p> <p>Forming dates (number + month)</p>	<p>My physical appearance</p> <p>Parts of the body, describing eye colour, hair colour and hair style.</p> 	<p>The Day of the Dead Festival (Mexico)</p> <p>Remembrance Sunday (UK)</p> <p>Finding out key facts about the festivals – where, when, why, how etc. Explore Spanish Remembrance Day poem</p> 	<p>My Hobbies</p> <p>Saying what sports you play/practice</p> <p>Giving you opinions about different sports.</p>	<p>Spanish Festivals</p> <p>Reading and understanding information about 5 different festivals: Carnaval, las Fallas, La Feria de abril, San Fermin and La Tomatina.</p>	<p>My Heritage</p> <p>Describing where you live, your nationality, languages spoken and your flag(s).</p>	<p>Spanish festivals continued & Celebrations from all around the world</p> <p>Applying vocab & grammar learnt in previous years to describe a festival of your own choice.</p>
Vocabulary	<p>Greetings (x4)</p> <p>Feelings (x6)</p> <p>Answering 'What's your name?'</p> <p>Answering 'How are you?' (6 possible answers)</p> <p>Colours x 12</p>	<p>Numbers to 31</p> <p>Months of the year</p> <p>Answering, 'How old are you?' and 'When is your birthday?'</p>	<p>Parts of the body, adjectives for colours, adjectives to describe hair (long/short/medium, straight/curly/wavy)</p>	<p>Question words: Dónde, Cuándo, Qué, Cómo, Quién, Por qué, Cuántos</p>	<p>Sports x8</p> <p>Opinions x 6 (I like, I don't like, I love, I hate, I prefer, I don't mind)</p> <p>What is your opinion about ...?</p> <p>Which sport do you prefer?</p> <p>I play/I don't play</p> <p>I practise/I don't practise</p>	<p>Applying the question words to ask and answer questions about different festivals</p>	<p>I live in... I am from... I speak... My flag is</p> <p>Connective: Pero - but</p> <p>Countries</p> <p>Languages</p>	<p>Question words</p> <p>Dates, countries, facts about chosen festivals.</p>

Grammar	1 st , 2 nd and 3 rd persons llamarse 1 st and 2 nd persons estar Notion of gender Connective 'y' = and Ser, 3	1 st , 2 nd and 3 rd persons tener 3 rd person ser	1 st , 2 nd , and 3 rd persons tener Concept of adjectival agreement (plurals) Connective 'y' = and	Definite & indefinite articles (singular and plural).	Jugar Practicar Porque Pero Contraction al Use of no to make sentences negative	1 st , 2 nd and 3 rd persons of a range of different verbs to ask and answer questions	Hablar, 1-6 Ir, 1-6 Ser, 1,2 Vivir, 1 Querer, 1 Tener, 3 Connectives: Pero, sin embargo	Recap grammar covered in Years 3-5 Celebration units.
Phonics	a, e, i, o, u, h, ll, ñ, qu, j, v/b, z, cu,	ce, ci, z, b/v, cu, ñ	j, ñ	cu, qu,	gi, j, ci, qu, h	ll, v/b,	h, v, ce/ci, j, ñ	ce, ci, z, b/v, cu, qu, ll
Skills	Name objects and actions linking words with a conjunction in a simple rehearsed statement Recognise a familiar question and respond with a simple rehearsed answer	Read and show understanding of familiar single words Listen and identify rhyming words and particular sounds in songs and rhymes	Listen and show understanding of short phrases through physical response. Listen and demonstrate understanding of words in songs and rhymes	Write and say simple phrases to describe things using a language scaffold. Using a bilingual dictionary	To produce positive and negative sentences with regular and high frequency verbs.	Understanding complex sentences, using a dictionary to aid understanding.	Building complex sentences in the singular, plural, positive and negative.	Listen and show understanding of more complex sentences containing familiar and unfamiliar words. To write and say a simple sentence manipulating familiar language, using a dictionary for new language.
Interdisciplinary links				RE/PHSE	PE	RE/Humanities	PSHE/ Humanities	RE

Year Group	Year 3		Year 4		Year 5		Year 6	
Term and Umbrella themes	Spring 1 Descriptions	Spring 2 Food & Drink	Spring 1 Descriptions	Spring 2 Food & Drink	Spring 1 Descriptions	Spring 2 Food & Drink	Spring 1 Grammar	Spring 2 Food & Drink
Context	 <p>Wordless text – <i>Mamá</i> by Mario Ramos. Children build the text for the story.</p>	 <p><i>The Very Hungry Caterpillar</i> by Eric Carle</p>	 <p><i>Brown Bear, Brown Bear, What can you see?</i> by Eric Carle</p>	<p><i>In the café</i> Ordering snacks and drinks Stating prices of items and opinions.</p>	<p><i>Planets 1</i> Describing the colour, size, orbital speed and distance from the sun of the 9 planets</p>	<p><i>Mealtimes</i> Saying what time the café is open, saying what time you eat breakfast, lunch, dinner.</p>	<p>Definite & indefinite articles, adjectival agreement.</p>	<p><i>Mealtimes continued</i> Saying what you and other people have for breakfast and at what time/frequency.</p>
Vocabulary	Animals x 10 Rooms in the house x 10	Days of the week Opinions x 4 Fruit x 5 (Other food items x10)	Colours Animals	2 drinks, 3 sandwich fillings, 3 ice cream flavours Numbers 1-50	9 planets 8 adjectives +colours recap Cerca/lejos = near/far	O'clock/half past/quarter to/quarter past. Numbers 1-60 Days of the week recap	el, la, las, los un, una, unos, unas, colours learnt previously	Breakfast food and drink items Telling the time vocab.
Grammar	Hay plurals	Gender Singular & plural Tener, 3	Adjectival position and agreement Singular nouns	Definite & indefinite articles Querer, 1,2 Beber (inf.) Comer (inf.)	Ser, 3, 6 Estar, 3,6 Adjectival position singular & plural Intensifiers muy/bastante	Ser 3,6 Desayuno Como Ceno + negatives	Definite & indefinite articles, adjectival agreement.	Desayunar, 1-6 Present tense regular 'ar' verb conjugation. Adverbs of frequency
Phonics	h, j, ll, ce,	h, ll,	b/v, ll, ñ	cu, qu, h, ll, v/b	j, qu, ñ, v	j, ce, v/b. qu. z	ce/ci, i, qu, v	z, ll, gu, v/b,
Skills	<p>Write single familiar words from memory with understandable accuracy.</p> <p>Identify and use strategies for memorising new vocabulary.</p>	<p>Join in with actions and words to accompany familiar stories.</p> <p>Use knowledge if the sound of some letter strings to read aloud or say individual words</p> <p>Name a noun, adjective, verb, pronoun and</p>	<p>Introducing adjectival position and agreement in the singular.</p> <p>To join in with the words of a story, sometimes from memory.</p>	<p>Ask and answer several simple and familiar questions with a rehearsed response.</p> <p>Use familiar vocabulary to say simple sentences to give information using a language scaffold.</p>	<p>Demonstrate understanding of the position of the majority of adjectives and adjectival agreement in the singular and plural.</p>	<p>Follow the text of a familiar song, sing aloud and identify the meanings of words.</p> <p>To produce positive and negative sentences with regular and high frequency verbs.</p>	<p>Use the correct form of the definite article (el, la, los, las) in singular and plural sentences</p>	<p>Engage in a short conversation using familiar questions and express opinions.</p> <p>To pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</p>

		conjunction in Spanish						
Interdisciplinary links	English – building sentences	Science – healthy eating		Maths – prices	Science – The Solar System	Maths – telling the time	English - grammar	Maths – telling the time

Year Group	Year 3		Year 4		Year 5		Year 6	
Term and Umbrella themes	Summer 1 The Weather	Summer 2 The Spanish Speaking World	Summer 1 The Weather	Summer 2 The Spanish Speaking World	Summer 1 The Weather	Summer 2 The Spanish Speaking World	Summer 1 The Weather	Summer 2 Descriptions
Context	Weather phrases and compass points	Describing flags & Focus on Guatemala. Story - Silly Billy by Anthony Browne  Describing colours, shapes etc of flags	Describing the weather in Spain	 Focus on Colombia – The Donkey Library	Describing the weather in Spanish Speaking countries (Mexico, Argentina)	 Focus on Paraguay (Ada's Violin) and Music	Writing & presenting a weather forecast	Planets 2 Recap on planets unit covered last year. Then design and describe own planet and alien/mythical creature.
Vocabulary	Weather phrases x10 Compass points x8	Colours x12, 5 shapes, numbers 1-15 recap	Weather vocab & compass points Names of Spanish towns/cities Numbers 1-40 Grados - degrees	Vocab for describing Colombia's flag La biblioteca El bibliotecario El burro Los libros El pueblo Los niños	Weather vocab, compass points Names of Mexican and Argentinian towns/cities Very, quite, a little Always, often, sometimes, never.	Vocab for describing Paraguay's flag Vocab for different types of musical instruments.	Greetings, dates, clothing for different types of weather, weather vocab & compass points	Numbers 1-100 Parts of the body Adjectives for size, colour, speed & distance
Grammar	Definite articles Hacer 3 Hay Estar 3	ser 3 tener 3 use of conjunction y possessive	Complex sentences e.g. 'In the south, in Seville, it's hot and the	Definite and indefinite articles	Intensifiers (muy, bastante, un poco) Adverbs of frequency	To learn the -AR verb tocar (to play)	All covered in weather units in years 3-5.	Tener, 3 Ser, 3 Estar, 3

		adjective mi plurals of nouns adjectival agreement (fem. sing.)	temperature is 35 degrees.		(siempre, normalmente, a veces. nunca	instruments) in the present tense.		
Phonics	H, ce, v, ie	J, ci, a	v/b, ll, ñ, h, ce, ie, ci,	rr, ll, cu, h, j,	h, j, z, gu, qu, cu, rr	accents	All covered in previous units	ce/ci, i, qu, v
Skills	<p>Listen and show understanding of single words through physical response.</p> <p>Write and say simple familiar words to describe things.</p>	Write single familiar words from memory with understandable accuracy.	<p>Read aloud familiar short sentences using knowledge of letter string sounds and silent letter rules.</p> <p>Read and show understanding of familiar simple phrases and short sentences.</p>	<p>Use a bi-lingual dictionary to find the meaning of a word and its translation.</p> <p>To write a familiar simple sentence from memory with understandable accuracy.</p> <p>To use the correct form of the definite/indefinite article.</p> <p>To join in with the words of a rhyme, song or story sometimes from memory</p>	<p>Listen and show understanding of more complex familiar phrases and sentences.</p> <p>Use familiar vocabulary to present ideas using a language scaffold.</p> <p>Read aloud more complex sentences using knowledge of letter string sounds and silent letter rules.</p>	<p>To write and say simple phrases to describe people, places and things using a scaffold.</p> <p>I can use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs</p> <p>To follow the simple text of a familiar song or story and sing or read aloud</p>	<p>Read aloud the text of familiar rhymes and songs.</p> <p>Manipulate familiar language to present own ideas and information in more complex sentences.</p>	<p>Apply the rules of agreement of adjectives in the singular and plural with some accuracy.</p> <p>To decode a simple unfamiliar text using some familiar language.</p> <p>To write complex sentences from memory.</p>
Interdisciplinary links		Art/DT Geography	Geography	PSHE/English/Geograp hy	Geography	Music/PSHE		Art/English