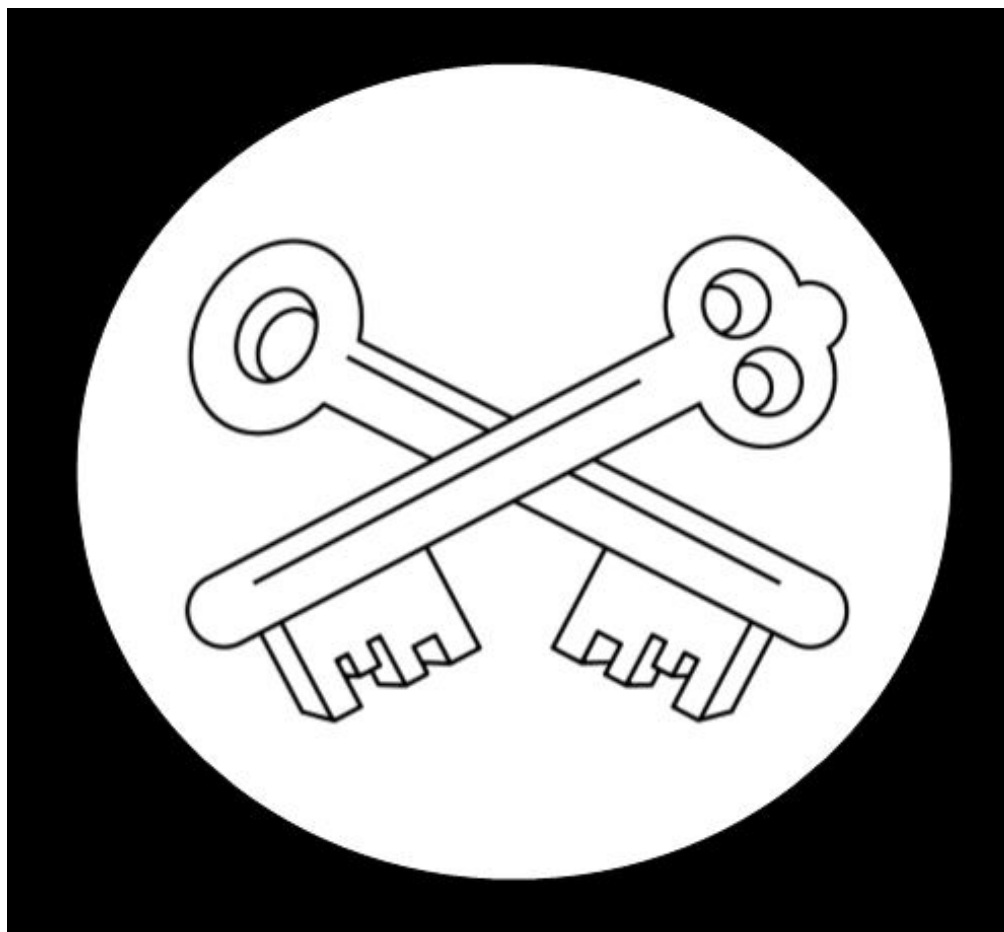


ST PETER'S COFE JUNIOR SCHOOL



MFL CURRICULUM

CONTENTS

St Peter's Curriculum

Purpose and rationale

Spirituality

Yearly overview

Learning journey

Big ideas and concepts

Progression map

Unit planners

ST PETER'S CURRICULUM

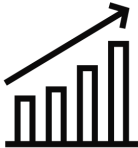
In order for our pupils to truly flourish, we believe in providing an education for the head (academic excellence), heart (character and wellbeing) and hands (making a difference). As a result, our curriculum aims to bring together powerful and culturally-rich knowledge, real opportunities to shape the world alongside developing and growing our pupils as happy and virtuous individuals.



		
Head	Heart	Hands
We believe that knowledge and cultural literacy matters; creating a better world, starts with understanding this	Heart is about ensuring our pupils are not only happy, but are able to fulfil one's potential. This requires the	The Hand is where pupils can do meaningful work. The world needs leaders who can change the world for the

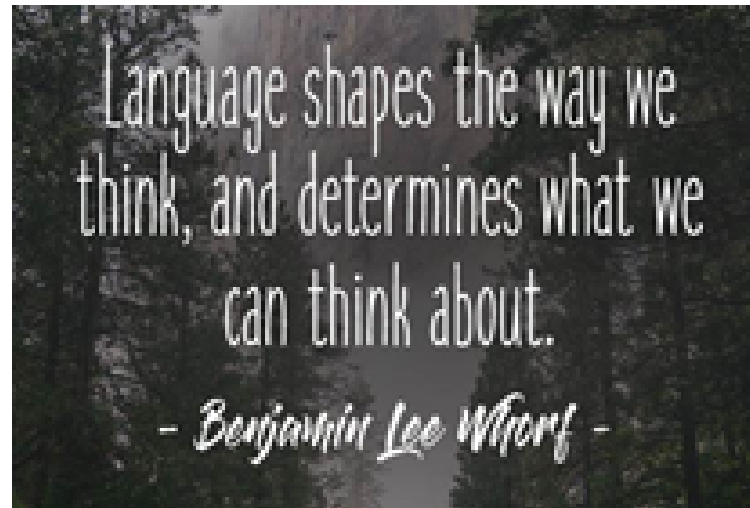
one. Our curriculum introduces the 'great conversations of humanity' - knowing who we are and where we have come from - our rich history, the foundations of scientific discovery, the great ideas of the past. However, we do not believe in simply passing on knowledge; it is also about empowering knowledge, making meaning of knowledge, using it, applying it and challenging it.	acquisition and development of virtues: the traits that sustain a well-rounded life and a thriving society. As a result, we aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.	better. Our curriculum will empower and inspire our children to go out into the world and make a difference in their own life and to others. For if we want our young people to shape the world rather than just accept it the way it is, they need to be provided with problems to solve, projects to work on and learn how to be active citizens.
--	--	---

In order to fulfil these curriculum aims, we have eight key principles that underpin the design of our curriculum:

			
Broad and Balanced	Big ideas	Clear progression	Meaningful
In order for all our pupils to flourish, the curriculum at St Peter's will promote intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.	Our curriculum will be designed to enable our pupils to begin developing an understanding of the big ideas and concepts which shape the world. There will be a subject specific rationale for all content choices.	Each subject domain will be carefully planned out, structured and sequenced to ensure progression and clarity over what 'getting better' at the subject means. As a result, our curriculum will become our progression model.	Our curriculum aims to be engaging, interesting and motivating for our pupils. We want our curriculum to get pupils interested in things they never knew they were interested in.

		
Memory in Mind	Vocabulary-rich	Empowering Knowledge
Our curriculum will take into account how children learn. To this end, we will place particular importance on ensuring that it supports pupils to retain core knowledge.	The brain does not make much of a distinction between reading about an experience and encountering it in real life; the same neurological regions are stimulated. As a result, a focus on reading and vocabulary is key to learning and remembering.	Our curriculum will be built around powerful, culturally-rich knowledge. However, it will not just focus on the passing on of this knowledge but will also be about making meaning of this knowledge, using it, applying it, and challenging it.

PURPOSE AND RATIONALE



“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.” DFE 2013

At St Peter’s, we value the importance of children learning a language in today’s multicultural society. We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It motivates them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works, including the English language. Learning another language provides children with a new perspective on the world, encouraging them to understand their own cultures and those of others.

Spanish is the second most widely spoken language in the world, and is also the first foreign language they learn at Rushcliffe Secondary School. We aim to make the learning of Spanish interesting, relevant, with links to other subjects in the curriculum and to ensure pupils are secondary-ready. From Year 3, children progress from responding in oral form, to reading and writing Spanish; the complexity increasing according to age and ability.

Pupils learn Spanish (including grammar and vocabulary, using terminology also used in English lessons) through listening, speaking, reading and writing Spanish, building on prior knowledge in each Year group. They also learn about Spanish and Latin-American culture. Where themes are repeated, prior knowledge (including grammar and vocabulary) is revised and more complex vocabulary/questions/conversations are added progressively each term/year.

Our Spanish curriculum has been designed to give every pupil at St Peter's the opportunity to learn skills in a foreign language and experience another culture. Where required, tasks are differentiated to suit different abilities from those who need extra support to challenging pupils whose learning is at Greater Depth. Our scheme of work has been designed in close cooperation with Rushcliffe Secondary School to ensure that pupils learn core skills, to aid transition by aligning the KS2 and KS3 curriculum. KS2 attainment levels for each pupil are passed on to Rushcliffe (or any other school that a pupil may attend after leaving St Peter's).

We have Year 5 and 6 language ambassadors in St Peter's and Language Clubs (Spanish, Japanese and French) are run by our MFL teacher to further spread an interest and love of languages and an appreciation of different cultures amongst our pupils and to raise the profile of languages across our school.

How our curriculum supports gaps in our pupils' knowledge and skills

Context and demographics	Implications for St Peter's MFL curriculum
A considerable number of our pupils join us with significantly higher than average levels of prior attainment.	The MfL curriculum is designed to be demanding and built upon the highest of expectations so that all pupils are challenged.
School location deprivation indicator is in quintile 1 (least deprived) of all schools.	Provides children with a new perspective on the world, encouraging them to understand their own cultures and those of others.

Despite the above, there are pockets of deprivation in the catchment (with some pupils coming to the school from one of the 10% most deprived neighbourhoods in the UK) and we have an increasing amount of Disadvantaged Pupils with us.	Teaches pupils communication skills including key skills of speaking and listening. It also empowers them with cultural capital.
95% of the local population is White with very few residents born outside of the UK.	Pupils have the opportunity to not only learn a MfL but also supplement this with knowledge about Spanish and Latin-American culture.

SPIRITUALITY @ ST PETER'S

At St Peter's, we consider our pupils spiritual development to be a central part of the school's curriculum. At our school, we use the following definition when thinking about Spirituality...

“Spirituality is the concept of exploring the purpose and meaning of life, to develop a sense of awe and wonder at the world we live in, to question our place within it and to work to care for our body, mind and soul. Spirituality is not dependent on religious belief or a particular faith.”

Here are some examples of how we promote Spirituality across this curriculum area:

<i>Spirituality across MFL</i>	
The learning of Spanish at St Peter's encourages spirituality across every year group. Providing the perfect opportunity for pupils to 'connect' with another language, community, religious (& non-religious) festivals in a variety of Spanish-speaking countries across the world. To broaden horizons, to encourage our pupils to become Global Citizens.	
Year 3	El Dia de los Reyes Magos, King's Day (Epiphany) – 5 th / 6 th Jan (Christian calendar) La Pascua – Easter (similarities & differences)
Year 4	El Dia de los Muertos, Mexico & Guatemala – 31 st -2 nd Nov (All Hallow's Eve/ All Souls Day) – Celebrate family, introduce children to the idea of death as part of life San Valentin – (Saints Days) love & friendship
Year 5	La fiesta de San Fermin – Running of the Bulls
Year 6	La Tomatina – Aug/Sept (Harvest festival) discuss crops in different parts of the world, food scarcity, sustainable living.

Other	· International Day of Languages & Culture – a celebration of languages (EAL & Spanish) in our community – food, language, music, dance, traditional dress · Y6 Language Ambassadors – organise the day and teach mini lessons on language & culture. Engage FoS, governors, parents · Link with Niigata, Japan – Y6 Extra-curricular Japanese Club – Live Zoom with Japanese School – share games, language, music, fun! · Strong relationship with Rushcliffe School – Y9 Language Ambassadors run the Esperanza Festival and teach y6 about Guatemala and the School of Hope – themes of poverty, language, connection, hope AND the vital work of WB based charity Education for the Children. · Pen-pal letter writing project with Eva Lopez and Y6 at Lady Bay School.
--------------	---

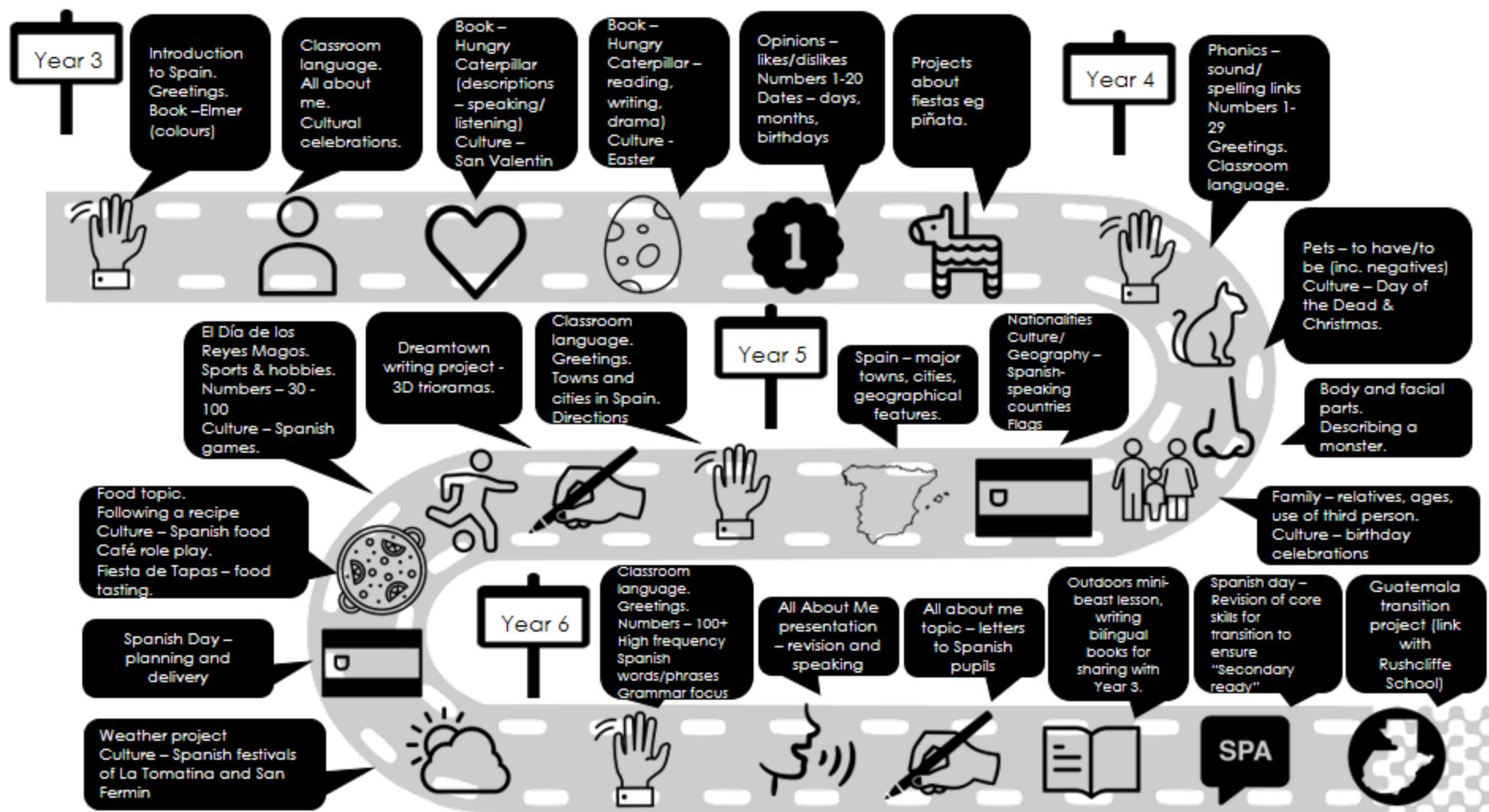
MFL CURRICULUM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Introduction to Spain (geography, culture) Greetings (1) Book -Elmer - (colours)	Classroom language (1) All about me Cultural celebrations – Halloween, Christmas	Book –Hungry Caterpillar (descriptions – speaking/ listening) Culture – San Valentin	Book –Hungry Caterpillar – cont. (descriptions – reading/writing, drama) Culture - Easter	Opinions – likes/dislikes Numbers 1-20 Dates – days, months, birthdays	Projects about fiestas eg piñata.
Year 4	Phonics – sound/spelling links Numbers 1-29 Greetings (2) Classroom language (2)	Body and facial parts Culture – Day of the Dead (Mexico), Christmas	Pets – to have/to be (inc. negatives) Describing a monster	Family – relatives, ages, use of third person. Culture – birthday celebrations	Nationalities Culture/ Geography – Spanish-speaking countries Flags inc shapes	Spain – major towns, cities, geographical features.

Year 5	Classroom language (3) Greetings (3) Towns and cities in Spain – Bilbao, Madrid, León, Turis (comparison with Ruddington),. Directions	Dreamtown writing project - 3D triaramas.	El Día de los Reyes Magos. Sports & hobbies. Numbers – 30 - 100 Culture – Spanish playground games.	Food topic (2) Following a recipe Culture – Spanish food Café roleplay. Fiesta de Tapas – food tasting.	Spanish Day – planning and delivery	Weather project Culture – Spanish festivals of La Tomatina and San Fermin
Year 6	Classroom language (4) Greetings (4) Numbers – 100+ High frequency Spanish words/phrases Grammar focus	All About Me presentation – revision and speaking	All about me topic – letters to Spanish pupils	Outdoors mini-beast lesson, writing bilingual books for sharing with Year 3.	Spanish day – planning and delivery Revision of core skills for transition to ensure “Secondary ready”	Guatemala transition project (link with Rushcliffe School)

ST PETER'S LEARNING JOURNEY: MFL

"To have another language is to possess a second soul."
Charlemagne



KEY CONCEPTS AND BIG IDEAS

Culture – From Year 3, pupils have a basic introduction to Spain (its Geography and Culture), key cultural celebrations in the Christian calendar eg Christmas and Easter and the differences and similarities to UK traditions. In Years 4 and 5, they learn about Spanish and Latin American festivals (eg Day of the Dead in Mexico and La Tomatina). They also discover Spanish foods and play Spanish playground games, reading stories and poems and singing songs in Spanish. We also compare towns and cities in Spain with those in the UK. In Year 6, pupils are given the opportunity to write to a Spanish school pupil in Leon and learn about Guatemala from Rushcliffe School's Year 9 Language Leaders.

Listening - This plays a fundamental part of language learning at St Peter's and pupils are exposed to a variety of stimuli, including video clips, native speakers and a specialist teacher, ensuring that the Spanish language pupils hear increases in complexity throughout KS2.

Spoken Language - As they move through the school, pupils are immersed in a variety of spoken Spanish from teacher modelling, native speakers to role play situations and are encouraged to gain confidence by joining in songs, rhymes and videoing themselves on iPads to monitor their progress and to improve fluency, pronunciation and confidence.

Written Language – Opportunities to produce written Spanish are given at every stage to consolidate and demonstrate their learning - the length and grammar complexity increasing as they progress throughout the school. In Year 3, pupils will write simple sentences to describe Elmer. In Year 4, two or three sentences will be written to

describe a monster. By Year 5, pupils will write a mini-paragraph on their dream town. In Year 6, they will be writing a letter to a pen friend – “All about Me”.

Communication - Immersion in Spanish over four years, enables learners to have the confidence to communicate in a variety of ways in another language.

Vocabulary - Pupils are continually learning and building upon useful vocabulary, including basic grammatical awareness, high frequency words, basic verb forms. The vocabulary is revisited regularly in different contexts to ensure that it is embedded.

Patterns and Sounds - Care is taken to teach phonics from Year 3 with an emphasis on ensuring that sound/spelling links are established over Key Stage 2 and that pronunciation is correctly taught and practised. An example is "Phrase of the Day" used in Year 6.

Grammar – Continual links are made to the terminology used to teach English so that pupils understand the similarities and differences between the two languages. By the end of Key Stage 2, pupils will have an understanding of (at the very least) gender of nouns, singular and plural forms, adjectives (place and agreement) and conjugation of key verbs.

PROGRESSION IN MFL

Speaking and Listening

Year 3	Year 4	Year 5	Year 6
- Listening and responding to spoken examples, songs and poems, showing understanding. - Join in and give a response using a 2/3 word phrase to simple questions eg What's your name? Where do you live? - Start to speak in 2/3/4 word sentences in answer to simple questions.	- Exploring the patterns and sounds of language through phonics, songs and stories. - Name and describe nouns eg size/colour. - Have a short conversation following modelled examples, giving 3-4 details about a topic. - Give a response using a short phrase of 3/4/5 words. - Start to speak in full sentences.	- Listening attentively to spoken language dialogue to enable a conversation or ask/answer a question. - Hold a simple conversation with at least 3 exchanges of 4/5/6 words eg asking for and giving directions. - Use knowledge of grammar to speak correctly eg awareness of noun adjective order eg giving orders in a cafe.	- Listening to real life situations and dialogues to identify key details and the gist of the language. - Listening to each other's Spanish to improve pronunciation and accents. - Hold a simple conversation with at least 4 exchanges. - Use knowledge of grammar to speak correctly eg awareness of word order, adjective endings, correct form of verbs. - To present information about themselves to others. - Substitute words and phrases and use a bilingual dictionary to suit the purposes of the writing.

Reading

Year 3	Year 4	Year 5	Year 6
- Read and understand a 2/3 sentence passage using familiar language. - Explain the main points in a 2/3 sentence passage. - Read "La Oruga Hambrienta" – Hungry Caterpillar. -Bilingual book collection available to promote reading for pleasure.	- Read and understand a short passage of 3/4 sentences using familiar language covered in lessons. - Explain the main points in a short passage of 3/4 sentences. - Read a passage of 2/3 sentences independently. - Read "La Caperucita Roja" – Red Riding Hood. -Bilingual book collection available to promote reading for pleasure.	- Read a paragraph of 4-5 sentences independently eg about a Spanish town - Start to use a bilingual dictionary or glossary to look up new and unfamiliar words. Read non-fiction Spanish texts – recipe, tourist information, sport. -Bilingual book collection available to promote reading for pleasure.	- Read a paragraph of 5-6 sentences with increasing use of appropriate grammar eg awareness of word order, adjective endings, correct form of verbs . - Identify some "false friends" – words that look the same as English but mean something different in Spanish. - Read "Que Veo?" book and read their own versions to Year 3. -Read non-fiction/folklore text on Guatemala. -Bilingual book collection available to promote reading for pleasure.

Writing

Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------

- Write 2/3 word phrases from memory. - Write 2-3 short sentences on a familiar topic eg Elmer or food. - Give likes/dislikes about a familiar topic eg foods. - Vocabulary word lists shared for each topic.	-Write phrases from memory. - Write 2-3 short sentences on a familiar topic eg monsters. - Express likes/dislikes about a familiar topic. - Vocabulary word lists shared for each topic.	- Write a paragraph of 4-5 sentences eg about a dream town. - Substitute words and phrases in writing to personalise it eg to explain the sports played. - Vocabulary word lists shared for each topic.	- Write phrases from memory. -Adapt phrases to create new sentences. - Write a paragraph of 4-5 sentences with greater accuracy in the use of grammar awareness of word order, adjective endings, correct form of verbs. - Substitute words and phrases and use a bilingual dictionary to suit the purposes of the writing. - Write a letter to a Spanish pen pal. - Vocabulary word lists shared for each topic
Grammar			
Year 3	Year 4	Year 5	Year 6

- Introduce imperatives - Cognates - Simple adjectives - Articles - Conjunctions - Gender of nouns (intro)	- Opinions - Basic verbs (to have/to be – 1st and 3rd person) - Conjunctions - Core structure and negatives (tengo, no tengo) - Plurals of nouns	- Imperatives - Questions/statements/opinions/reasons - Core structure and negatives (hay, no hay) - Conjunctions - Word order and agreement – noun, adjectives - Conjugation of basic verbs	- Revision of high-frequency Spanish phrases - Word class identification - Opinions/reasons why - Noun gender (singular/plural, m/f) - Adjective place/agreement - Conjunctions - Verb conjugation - Consolidation of grammar ready for transition for KS3
Culture			
Year 3	Year 4	Year 5	Year 6

Introduction to Spain. Cultural celebrations – Halloween, Christmas, Saints’ Days, fiestas. “Being Spanish” video clips. Songs, poems, stories.	Cultural celebrations – Day of the Dead, Christmas, birthday celebrations. Nationalities – Spanish-speaking countries and flags, famous Spanish-speaking individuals. Study of major towns and geographical features of Spain. “Being Spanish” video clips. Songs, poems, stories.	Cultural celebrations – La Tomatina and San Fermin. Projects on towns and cities in Spain – Bilbao, Madrid, León, Turis. Spanish playground games. Spanish recipes, tapas food tasting. Spanish Day. “Being Spanish” video clips. Songs, poems, stories.	Letter writing to Spanish pupils. Guatemalan transition project for Rushcliffe School. Year 9 Language Leaders visit to Year 6. Spanish Day. “Being Spanish” video clips. Coco and Book of Life film study (Mexican). Guatemalan stories and songs.
---	---	--	--

END OF KS2 END POINTS

By the end of KS2, pupils should be able 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 and in writing
- understand basic grammar, including: 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.

MFL CURRICULUM UNIT PLANNER

Unit:	Introduction to Spanish	Year:	3	Term:	Autumn 1
-------	-------------------------	-------	---	-------	----------

Links to prior learning
New subject introduced in Year 3

New learning
Introduction to Spain and Spanish. What do pupils already know? (Quiz) How do Spanish people greet each other? (How you are, name, time of day greetings) Introduction to classroom language (teacher/pupil). Colours – using Elmer for simple descriptions, favourite colour. Numbers – 1-15 using basic numeracy skills

Preparation for future learning

Getting pupils used to listening for the differences in pronunciation between Spanish and English and gaining confidence in contributing in Spanish.

Key vocabulary

See My First Year of Spanish Word List (Year 3)

Big ideas and key concepts

Exposure to a new language, spotting patterns and sounds and a different culture.

Assessment opportunity



me llamo

fecha

Listen - Read - Write

- Listen and circle the parts of the introductions that you hear.
- Write out the circled introductions and the non-circled introductions.
- Translate the introductions into English.

1.	Hola,	me llamo Leire.	Tengo ocho años.	Adiós.
	Buenos días,	me llamo Leo.	Tengo once años.	Hasta luego.

2.	Buenas tardes,	me llamo Miguel.	Tengo seis años.	Adiós.
	Buenos días,	me llamo María.	Tengo siete años.	Hasta luego.

3.	Buenas tardes,	me llamo Inés.	Tengo doce años.	Hasta luego.
	Hola,	me llamo Izan.	Tengo diez años.	Adiós.

I can greet someone and tell them my age.

What teachers need to know

What do pupils already know? (Quiz answers)

How Spanish people greet each other. (How you are, name, that time of day changes greetings.)

Introduction to classroom language (teacher instructions/pupil responses).

Colours.

Numbers – 1-15.

MFL Curriculum Unit Planner

Unit:	All About Me	Year:	3	Term:	Autumn 2
-------	--------------	-------	---	-------	----------

Links to prior learning

Continuation of Autumn 1 learning.

New learning

All About Me – Using tengo (I have) to give age.

Days of the week, months.

Being able to state your birthday month.

Learn about Halloween and Christmas celebrations in Spain.

Preparation for future learning

Building on knowledge learned in first half term – continue to listen to pronunciation and build confidence in contributing in class.

Key vocabulary

See My First Year of Spanish Word List (Year 3)

Big ideas and key concepts

Exposure to a new language, spotting patterns and sounds and a different culture.

Assessment opportunity

01234567890123456789

Unit 2: Vamos a contar

I can:

- count from 0 to 15
- use the numbers 0 to 15 out of sequence
- do simple calculations in Spanish
- carry out a survey about numbers with my friends
- ask someone how old they are
- say how old I am
- take part in a dialogue about age

What teachers need to know

All About Me – Using tengo (I have) to give age – tengo diez años.

Days of the week, months.

Being able to state your birthday month.

Learn about Halloween and Christmas celebrations in Spain.

MFL Curriculum Unit Planner

Unit:	Hungry Caterpillar	Year:	3	Term:	Spring 1
-------	--------------------	-------	---	-------	----------

Links to prior learning

Numbers, classroom language, greetings, colours, days of the week

New learning

Fruit, food, - using como (I eat).

Reading a book in Spanish, introduction to sentence structure.

Learn about San Valentin (saints' days)

Preparation for future learning

Composing full sentences, word order, listening and pronunciation. Sound/spelling links in comparison to English.

Key vocabulary

See My First Year of Spanish Word List (Year 3)

Big ideas and key concepts

Spotting patterns and sounds and different cultural references. Exposure to songs, rhymes, stories in Spanish. Sentence word order and how it is different to English.



Unit 3: los colores

I can:

- say and understand 12 colours
- write colours correctly
- use the verb forms *soy*, *eres* and *es* in short descriptive sentences

La Pequena Oruga Glotona (Hungry Caterpillar)

Cuenta linguo (bilingual story telling on Youtube)

Using como (I eat)

Greeting card vocabulary and traditions of San Valentin (eg exchange of roses and books in Barcelona).

MFL Curriculum Unit Planner

Unit:	Hungry Caterpillar cont. Spanish food Easter	Year:	3	Term:	Spring 2
-------	--	-------	---	-------	----------

Links to prior learning

Continuation of learning and vocabulary from Spring 1.

New learning

Foods – fruit 2

Opinions (me gusta/no me gusta)

Words related to food likes and dislikes with alliteration (yummy/yucky)

Book – Que rico, que asco

Easter traditions

Preparation for future learning

Building on knowledge learned in Spring 1, creating simple sentences using opinions.

Key vocabulary

See My First Year of Spanish Word List (Year 3)

Big ideas and key concepts

Alliterations of sounds, spelling patterns, vowel sounds, building upon useful vocabulary and grammatical awareness. Cultural awareness and differences.

Assessment opportunity

End of unit quiz

What teachers need to know

Opinions - me gusta, no me gusta.

Use book – see above.

Using exclamations for opinions.

Easter traditions in Spain.

MFL Curriculum Unit Planner

Unit:	Birthdays and dates	Year:	3	Term:	Summer 1
-------	---------------------	-------	---	-------	----------

Links to prior learning

Numbers 1-15

Opinions

Days of the week

New learning

Numbers up to 31

Dates – months

Birthdays

Preparation for future learning

How to state the date.

Special days in the calendar eg saints' days

Origin of girls and boys names – saints.

Key vocabulary

Numbers up to 31

Dates –days and months

Birthdays – mi cumpleaños

Big ideas and key concepts

Culture, Christian calendar and saints' days

Assessment opportunity

SE BUSCA
- vivo o muerto -



Mi monstruo tiene

My monster has

una cabeza azul, el pelo

amarillo, tres ojos

violetas, dos narices

rosas.....

recompensa: 1,000,000 euros

imprimido por: _____

What teachers need to know

Numbers up to 31

Dates – days, months

Birthdays – mi cumpleaños

Children's names in Spain

For further info on Spain and the Spanish www.bbc.co.uk/languages/KS2Spanish

Instituto Cervantes and British Council websites.

MFL Curriculum Unit Planner

Unit:	Festivals	Year:	3	Term:	Summer 2
-------	-----------	-------	---	-------	----------

Links to prior learning

Dates, numbers to 31.

Spanish festivals.

New learning

About fiestas eg piñata.

Masculine and feminine nouns

Preparation for future learning

Cultural references, geography of Spain – regional festivals.

Key vocabulary

Dates, numbers to 31, vocabulary for festivals eg La Tomatina, San Fermin

Big ideas and key concepts

Cultural differences and similarities. Importance of celebrating saints' days.

Spoken language and listening skills – videos of celebrations in Spanish.

Masculine and feminine nouns.

Assessment opportunity

WALT give a short presentation about me.

End of Year 3 assessment

- Me llamo _____
- Tengo _____ años
- Mi cumpleaños es en _____
- Mi color favorito es _____
- Me gustan los _____

<u>My Self-Assessment</u>	From memory	With help
I said my name		
I said my age		
I said when my birthday is		
I told my favourite colours		
I said what food I like.		

What teachers need to know

Numbers up to 31/ Dates – days, months/ Fiestas in Spain eg San Fermin, La Tomatina. How to make a piñata.

For further info on Spain and the Spanish www.bbc.co.uk/languages/KS2Spanish/ Instituto Cervantes and British Council websites/ Being Spanish – BBC Spanish DVD

MFL Curriculum Unit Planner

Unit:	Festivals Dark, dark wood story	Year:	4	Term:	Autumn 1
-------	------------------------------------	-------	---	-------	----------

Links to prior learning

Numbers 1-31 from Year 3

Greetings and classroom language from Year 3

New learning

Extending knowledge of numbers to 40, greetings, classroom language, alphabet (and phonics) and vowel sounds. Sound/spelling links.

Comparison of Halloween and Day of the Dead (Mexico)

Un cuento oscuro, muy oscuro (In a dark, dark wood book)

Adjectives and prepositions

Preparation for future learning

Phonics for sound/spelling/reading links.

Using adjectives and their position after a noun.

Key vocabulary

See Year 4 word List

Big ideas and key concepts

Cultural references from Spanish and Mexican festivals.

Phonics – sound/spelling links of patterns and sounds.

Gender of nouns and adjectives.

Assessment opportunity

End of unit quiz

What teachers need to know

Extending knowledge of numbers to 40, greetings, classroom language, alphabet (and phonics) and vowel sounds. Sound/spelling links.

Comparison of Halloween and Day of the Dead (Mexico)

Un cuento oscuro, muy oscuro (In a dark, dark wood book)

Adjectives and prepositions

MFL Curriculum Unit Planner

Unit:	Body parts and monsters	Year:	4	Term:	Autumn 2
-------	-------------------------	-------	---	-------	----------

Links to prior learning

Colours, adjectives, gender of nouns and adjectival agreement

Revision of verb tener (to have) - tengo

New learning

Verb tener – 3rd person

Monster vocabulary – size, body parts, adjectives, colour.

Conjunctions.

Preparation for future learning

Verb tener – for Spring 1 and 2 learning on pets and family.

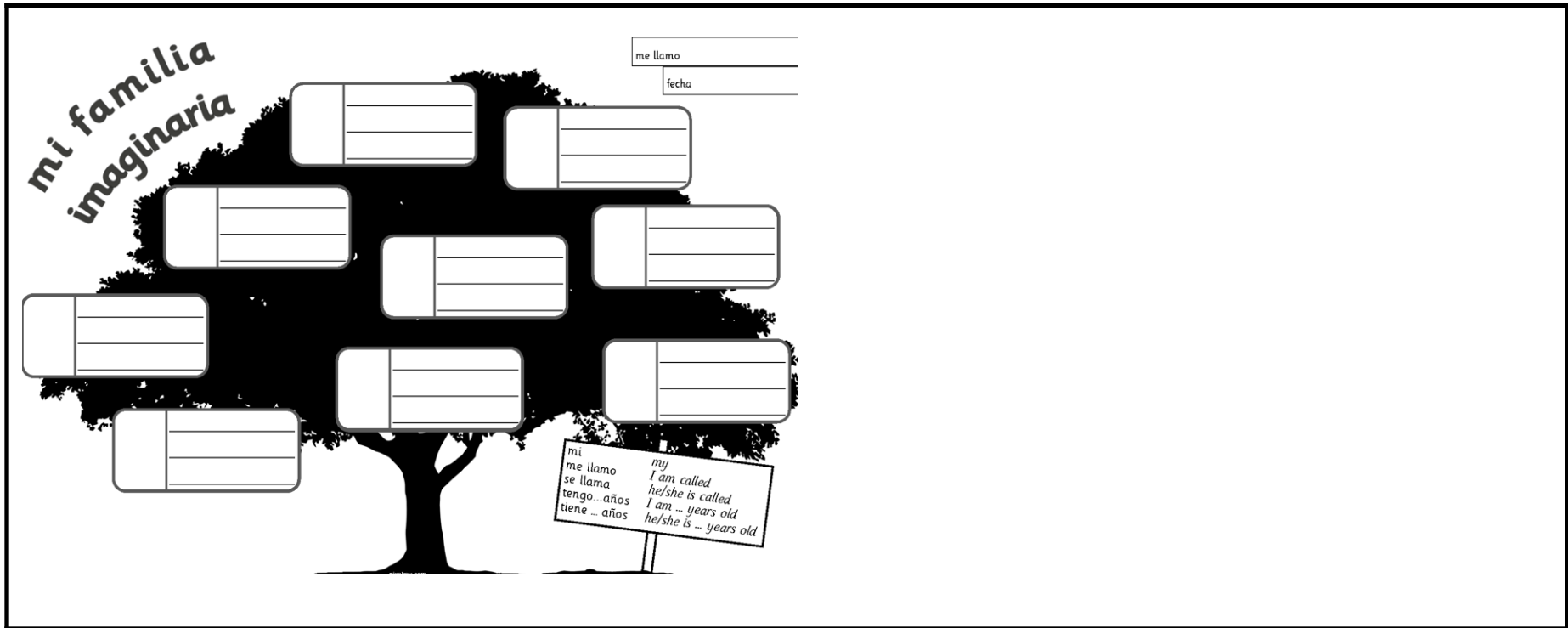
Key vocabulary

See Year 4 vocabulary list

Big ideas and key concepts

Vocabulary to write descriptions. Focus on writing simple sentences to describe monster, using conjunctions and adjectives.

Assessment opportunity



What teachers need to know

Verb tener – 3rd person

Monster vocabulary – size, body parts, adjectives, colour.

Conjunctions.

Noun and adjectival agreement.

MFL Curriculum Unit Planner

Unit:	Pets Dear Zoo	Year:	4	Term:	Spring 1
-------	------------------	-------	---	-------	----------

Links to prior learning

Description of monsters, verb tener. Writing simple sentences.

New learning

Pets

Wild animals

Dear Zoo story

Noah's Ark.

Preparation for future learning

Consolidation of verb tener, descriptions using adjectives and conjunctions, introducing negatives (no tengo) for Family unit in Spring 2.

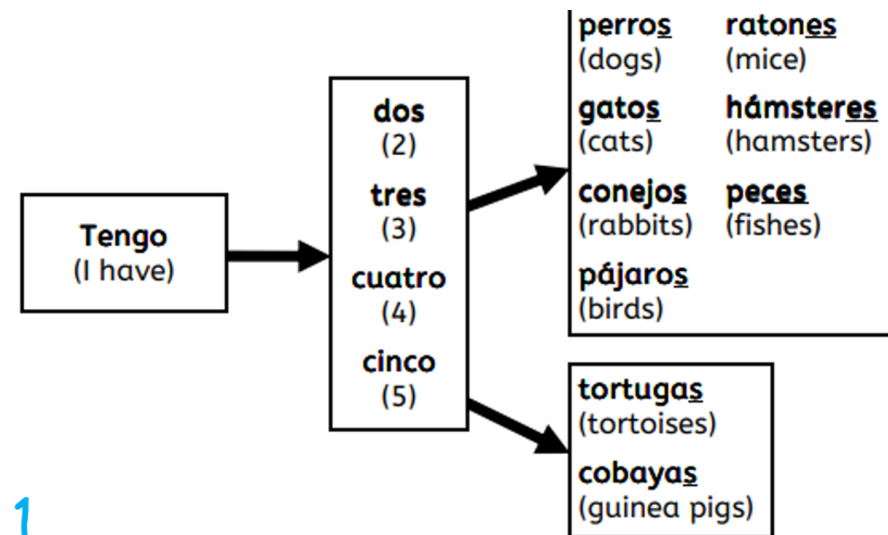
Key vocabulary

See Year 4 vocabulary list.

Big ideas and key concepts

Using spoken language stories to aid writing. Describing pets using tener and adjectives, introduction of plurals to produce simple sentences.

Assessment opportunity



What teachers need to know

Pets, wild animals.

Dear Zoo story, Noah's Ark.

Describing pets using tener and adjectives, introduction of plurals to produce simple sentences.

www.bbc.co.uk/Spanish/KS2classclips – “Veo un animal, que es?” song

MFL Curriculum Unit Planner

Unit:	Family	Year:	4	Term:	Spring 2
-------	--------	-------	---	-------	----------

Links to prior learning

Monsters and pets – use of tener 3rd person, adjectives.

Birthday celebrations.

New learning

Family members – relatives, ages, possessive pronouns (mi, tu, su)

Dia de la madre (Mother's Day) – adjectives to describe someone special.

Preparation for future learning

Building on complexity of sentence structure and grammatical knowledge.

Key vocabulary

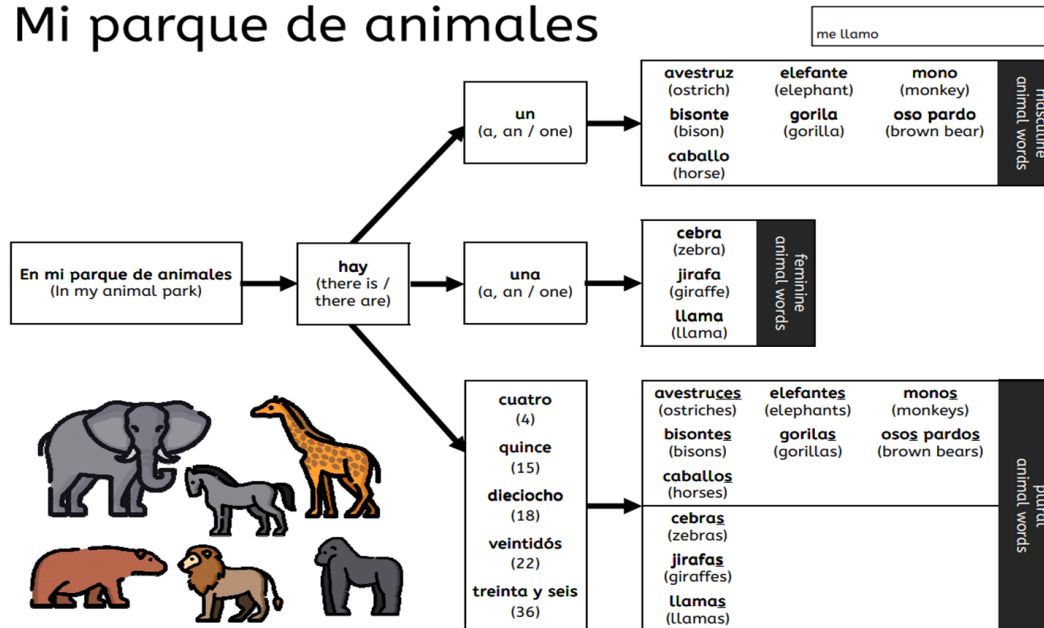
See Year 4 vocabulary word list. Bilingual dictionary to explore adjectives of character – ser (es).

Big ideas and key concepts

Grammar, communication, ability to describe family.

Assessment opportunity

Mi parque de animales



What teachers need to know

Family members – relatives, ages, possessive pronouns (mi, tu, su)

Día de la madre (Mother's Day) – adjectives to describe someone special.

Bilingual dictionary to explore adjectives of character – ser (es).

Birthday celebrations – Being Spanish BBC DVD

MFL Curriculum Unit Planner

Unit:	Nationalities/Geography	Year:	4	Term:	Summer 1
-------	-------------------------	-------	---	-------	----------

Links to prior learning

Colours, numbers

Masculine/feminine noun gender

Ser (to be)

New learning

Ser (to be) –soy (I am)

Nationalities and countries

Shapes

Preparation for future learning

Increasing knowledge of major Spanish-speaking countries and geography.

Key vocabulary

See Year 4 vocabulary list, bilingual dictionaries.

Big ideas and key concepts

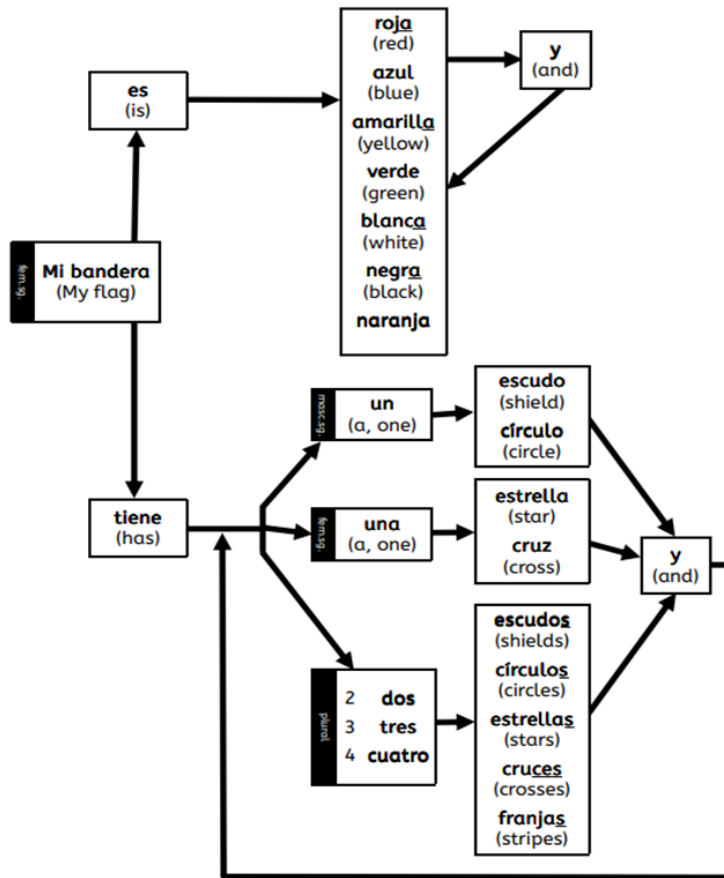
Nationalities and countries where they speak Spanish.

Emphasis on spoken language and communication.

Assessment opportunity

¿Cómo es tu bandera?

me llamo



What teachers need to know

Ser (to be) –soy (I am)

Nationalities and countries and their flags.

Shapes and colours.

MFL Curriculum Unit Planner

Unit:	Spain – geography of	Year:	4	Term:	Summer 2
-------	----------------------	-------	---	-------	----------

Links to prior learning

Spanish speaking countries, nationalities.

New learning

Geographical features (rivers, mountains etc), significant cities, bordering countries to Spain. Maps of Spain.

Preparation for future learning

Identifying key towns and vocabulary for town studies in Year 5.

Key vocabulary

Year 4 vocabulary list. Ser (to be). Bilingual dictionaries.

Big ideas and key concepts

Learn more about the geography of Spain and how it compares to the UK.

Assessment opportunity

A Spanish end-of-term quiz

1	Which 2 countries border mainland Spain?
2	There are 2 groups of islands in Spain. One is the Canary Islands - what's the other?
3	Name one of the seas that surround Spain.
4	Name the mountains that divide France and Spain.
5	Madrid is the capital of Spain and Barcelona is the 2nd biggest city, but what is the 3rd biggest?
6	Name two countries other than Spain where Spanish is spoken.
7	Write the word for hello in Spanish - spelling counts!
8	How do you write "my name is" in Spanish? Spelling counts!
9	What is the special name of the little squiggle on top of the ñ ?
10	The vowels sometimes have little lines above them to show they are stressed. What are these little lines called?
11	Which 2 pronunciation marks are seen upside down in Spanish?
12	How many letters are there in the Spanish alphabet?
13	What does "plural" mean?
14	Which are the two grammatical genders in Spanish?
15	Write the colour red in Spanish.

16	Write in Spanish the answer to this calculation: dos más cinco
17	Who brings the presents to the children in Spain at Christmas ??
18	What date is Nochebuena?
19	What is eaten at midnight on New Year's Eve in Spain?
20	What does Feliz Navidad mean?
21	Which of these is not an official language of Spain? Catalan, Basque, Arabic, Galician
22	Which two colours can be seen on the Spanish flag?
23	What is the (Spanish) name of the king of Spain?
24	What is the name of the princess who is heir to the Spanish throne?
25	What job did Queen Letizia of Spain do before she married the king?
26	Which Spanish city hosted the Olympics in 1992?
27	Which English queen married Philip II of Spain?

What teachers need to know

Geographical features (rivers, mountains etc), significant cities, bordering countries to Spain.

Maps of Spain.

Ser (to be).

MFL Curriculum Unit Planner

Unit:	Towns & cities in Spain	Year:	5	Term:	Autumn 1
-------	-------------------------	-------	---	-------	----------

Links to prior learning

Identifying key Spanish towns and cities on a map of Spain

Revisit classroom language

Greetings

New learning

Learn more about key Spanish towns and cities and how they compare to Ruddington/Nottingham. Learn places in a town vocabulary. Finding way around a town in Spain (directions).

Preparation for future learning

Preparing pupils to write a mini paragraph on their Dream Town in Spanish – Autumn term 2.

Key vocabulary

Focus on Madrid, Bilbao, Turis (region of Valencia) & Ruddington/Nottingham

Places in a town – see Y5 vocab list

Saying what there is / there isn't (hay/no hay)

Saying what you can do there (Se puede + infinitive = you can + swim/buy etc)

Conjunctions

Directions around a town (role-play)

Big ideas and key concepts

Communication - Listening & speaking skills (role play)

Written language – pupils will write a mini paragraph on their dream town

Culture – pupils will discover more about key Spanish towns/cities and how they compare to their own local area (Ruddington/Nottingham)

Assessment opportunity

¿Cómo es tu pueblo?

(What is your town like?)

Mi ciudad es
(My city is)

Mi ciudad no es
(My city is not)

muy
(very)

bastante
(quite)

pequeña (small)	moderna (modern)	limpia (clean)	industrial (industrial)
grande (big)	histórica (historic)	sucia (dirty)	interesante (interesting)
animada (lively)	vieja (old)	bonita (pretty)	turística (touristy)
tranquila (quiet, calm)	nueva (new)	fea (ugly)	ruidosa (noisy)

feminine adjectives

Mi pueblo es
(My town is)

Mi pueblo no es
(My town is not)

muy
(very)

bastante
(quite)

pequeño (small)	moderno (modern)	limpio (clean)	industrial (industrial)
grande (big)	histórico (historic)	sucio (dirty)	interesante (interesting)
animado (lively)	viejo (old)	bonito (pretty)	turístico (touristy)
tranquilo (quiet, calm)	nuevo (new)	feo (ugly)	ruidoso (noisy)

masculine adjectives

En mi pueblo hay
(In my town there is)

En mi pueblo no hay
(In my town there is not)

un banco (a bank)	un hospital (a hospital)	un parque (a park)
un colegio (a school)	un mercado (a market)	un río (a river)
un Correos (a post office)	un museo (a museum)	un supermercado (a supermarket)

masculine places

En mi ciudad hay
(In my city there is)

En mi ciudad no hay
(In my city there is not)

una biblioteca (a library)	una iglesia (a church)	una pastelería (a cake shop)	una panadería (a bread shop)
una cafetería (a café)	una plaza (a square)	una pescadería (a fishmonger's)	una tienda de comestibles (a grocer's)
una estación (a station)	una tienda (a shop)	una carnicería (a butcher's)	

feminine places

me llamo _____

y
(and)

pero
(but)

además
(besides)

sin embargo
(however)

What teachers need to know

- Focus on Madrid, Bilbao, Turis (region of Valencia) & Ruddington/Nottingham
- Places in a town – see Y5 vocab list
- Directions around a town (role-play)

Resources:

Being Spanish – BBC DVD – Mi pueblo (Turis, Valencia)

Happy in Bilbao – you tube clip

Mi Vida Loca (My Crazy Life) BBC online drama for learners of Spanish – use episode 1 (Madrid) and episode (?) to model directions

MFL Curriculum Unit Planner

Unit:	Mi pueblo ideal - project	Year:	5	Term:	Autumn 2
-------	---------------------------	-------	---	-------	----------

Links to prior learning

Pupils have learnt about Madrid, Bilbao, Turis (Valencia) and how they compare to Ruddington/Nottingham.

Places in a town vocab

Finding way around a town in Spain (directions role-play).

New learning

Saying what there is/isn't in a town (Hay/no hay)

Saying what you can do there (Se puede + infinitive = you can + swim/buy/read/see/visit etc)

Conjunctions (tambien, y, pero, sin embargo)

Preparation for future learning

Preparing pupils to write a mini paragraph on their Dream Town in Spanish – end of Autumn term 2.

Key vocabulary

See Y5 vocab list – places in a town

what there is/isn't in a town (Hay/no hay)

what you can do there (Se puede + infinitive = you can + swim/buy/read/see/visit etc)

Conjunctions (tambien, y, pero, sin embargo)

Big ideas and key concepts

Culture – pupils will discover more about key Spanish towns/cities and how they compare to their own local area (Ruddington/Nottingham)

Written language – pupils will write a mini paragraph on their dream town

Assessment opportunity

¿Cómo es tu pueblo?

(What is your town like?)

me llamo

My town is(n't)	intensifiers	adjectives				
Mi pueblo es (My town is)	muy (very)	pequeño (small)	moderno (modern)	limpio (clean)	industrial (industrial)	masculine
Mi pueblo no es (My town is not)	bastante (quite)	grande (big)	histórico (historic)	sucio (dirty)	interesante (interesting)	
		animado (lively)	viejo (old)	bonito (pretty)	turístico (touristy)	
		tranquilo (quiet, calm)	nuevo (new)	feo (ugly)	ruidoso (noisy)	
Mi ciudad es (My city is)	muy (very)	pequeña (small)	moderna (modern)	limpia (clean)	industrial (industrial)	feminine
Mi ciudad no es (My city is not)	bastante (quite)	grande (big)	histórica (historic)	sucia (dirty)	interesante (interesting)	
		animada (lively)	vieja (old)	bonita (pretty)	turística (touristy)	
		tranquila (quiet, calm)	nueva (new)	fea (ugly)	ruidosa (noisy)	

y
(and)

además
(besides)

pero
(but)

sin embargo
(however)



In my town there is(n't)	places			adjectives				
En mi pueblo hay (In my town there is)	un banco (a bank)	un hospital (a hospital)	un parque (a park)	pequeño (small)	moderno (modern)	limpio (clean)	industrial (industrial)	masculine
En mi pueblo no hay (In my town there is not)	un colegio (a school)	un mercado (a market)	un río (a river)	grande (big)	histórico (historic)	sucio (dirty)	interesante (interesting)	
	un Correos (a post office)	un museo (a museum)	un supermercado (a supermarket)	animado (lively)	viejo (old)	bonito (pretty)	turístico (touristy)	
				tranquilo (quiet, calm)	nuevo (new)	feo (ugly)	ruidoso (noisy)	
En mi ciudad hay (In my city there is)	una biblioteca (a library)	una plaza (a square)	una pescadería (a fishmonger's)	pequeña (small)	moderna (modern)	limpia (clean)	industrial (industrial)	feminine
En mi ciudad no hay (In my city there is not)	una cafetería (a café)	una tienda (a shop)	una carnicería (a butcher's)	grande (big)	histórica (historic)	sucia (dirty)	interesante (interesting)	
	una estación (a station)	una pastelería (a cake shop)	una tienda de comestibles (a grocer's)	animada (lively)	vieja (old)	bonita (pretty)	turística (touristy)	
	una iglesia (a church)	una panadería (a bread shop)		tranquila (quiet, calm)	nueva (new)	fea (ugly)	ruidosa (noisy)	

What teachers need to know

what there is/isn't in a town (Hay/no hay)

what you can do there (Se puede + infinitive = you can + swim/buy/read/see/visit etc)

Conjunctions (tambien, y, pero, sin embargo)

Resources

See Y5 vocab list – places in a town

Word Mat (Places in a town) download from www.lightbulblanguages.co.uk

MFL Curriculum Unit Planner

Unit:	Sports & cultural traditions	Year:	5	Term:	Spring 1
-------	------------------------------	-------	---	-------	----------

Links to prior learning

Numbers 1-40

Culture & traditions – Christmas in Spain (La Navidad), Easter (Pascua)

Revision of masculine/feminine nouns (singular & plural)

New learning

King's Day (El Dia de los Reyes Magos – 6th Jan)

Numbers 40-100

Sports

Spanish sports personalities and Olympians

Verbs – jugar / practicar (1st person – juego al = I play / practico = I do)

Spanish playground games (outdoor lesson)

Preparation for future learning

Revise opinions (sports) in preparation for food topic – Spring 2

Key vocabulary

See Y5 vocabulary list - sports /sports equipment

Verbs – jugar / practicar (1st person – juego al = I play / practico = I do)

Numbers 40-100 (40, 50, 60, 70, 80, 90, 100)

Vocab for playing games – eg your turn = te toca a ti

Big ideas and key concepts

Cultural knowledge – Spanish customs and traditions

Communication – listening & responding, spoken language

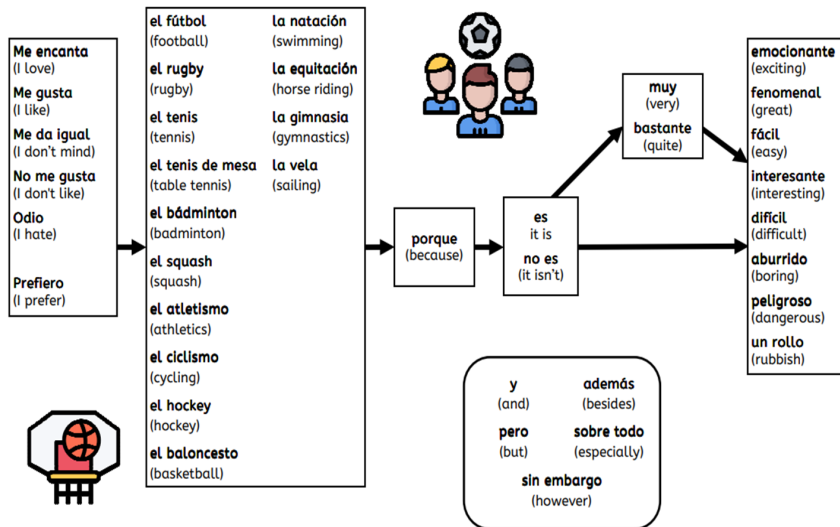
Eg to be able to say what sports I play / I do, take part in Spanish playground games (outdoor lesson)

Assessment opportunity

¿Te gustan los deportes? ¿Por qué?

(Do you like sports? Why?)

me llamo



What teachers need to know

All about King's Day (El Dia de los Reyes Magos – 6th Jan)

Sports

Spanish sports personalities and Olympians

Verbs – jugar / practicar (1st person – juego al = I play / practico = I do)

Vocab for playing games – eg it's your turn = te toca a ti

Resources:

Instituto Cervantes – information on El Dia de los Reyes Magos – King's Day

Y5 vocab list

Sports - Word Mat – Lightbulb Languages

www.SpanishPlayground.net

MFL Curriculum Unit Planner

Unit:	Spanish food -order in a cafe	Year:	5	Term:	Spring 2
-------	-------------------------------	-------	---	-------	----------

Links to prior learning

Numbers 40-100

Express opinions (me gusta / no me gusta)

Fruit / intro to Spanish food (Y3)

New learning

Mealtimes in Spain – Spanish food & culture (Tapas)

To be able to follow a recipe

Order food/drink in a café (role-play)

¡Fiesta de Tapas! – tapas tasting – whole class café experience

To be able to express likes/dislikes on food (me gusta / no me gusta)

Give a reason why (porque es ...)

adjectives

Preparation for future learning

To be able to ask questions & answer in prep for Spanish café – Summer 1

Key vocabulary

See Year 5 vocab list:

To be able to follow a recipe – understand instructions (imperatives)

To be able to order food/drink in a café (Quiero...por favor)

To be able to express likes/dislikes on food (me gusta / no me gusta)

Give a reason why (porque es ...)

adjectives

Big ideas and key concepts

Cultural customs and traditions – Spanish food culture (Tapas)

Listening & responding to instructions (following a recipe)

Communication, expressing opinions on food

Assessment opportunity

TRAPDOOR

Me llamo

Me gusta	el queso	y	me gusta	el jamón.
Me encanta	la limonada		me encanta	la pizza.

Me gustan	las manzanas	pero	no me gustan	las zanahorias.
Me encantan	los tomates		odio	los plátanos.

What teachers need to know

To be able to follow a recipe

Order food/drink in a café (role-play)

To be able to express likes/dislikes on food (me gusta / no me gusta)

Give a reason why (porque es ...)

Adjectives

Useful resources:

www.bbc.co.uk/spanish/ks2classclips

All about mealtimes in Spain – Spanish food & culture (Tapas)

Food Word Mat – www.lightbulblanguages.co.uk

MFL Curriculum Unit Planner

Unit:	Spanish Day – planning & delivery	Year:	5	Term:	Summer 1
-------	-----------------------------------	-------	---	-------	----------

Links to prior learning

Spanish food (Tapas)

Ordering food/drink in a café

Expressing opinions & giving reason why

Greetings & asking how someone is (saying how you are)

New learning

Putting in to practice learning from Y5 so far – asking and answering questions in a real context (Spanish café / Spanish Day)

Preparation for future learning

Building confidence, listening and responding in Spanish, encouraging spontaneous talk in the target language, improving accent and pronunciation

Key vocabulary

Spanish food (Tapas)

Ordering food/drink in a café

Expressing opinions & giving reason why

Greetings & asking how someone is (saying how you are)

Big ideas and key concepts

Cultural context – Spanish Day

Communication: listening and responding

Building on vocabulary previously learnt

Opportunity to practice in a real life context

Assessment opportunity

What teachers need to know

Different types of Spanish food (Tapas)

Ordering food/drink in a café

Expressing opinions & giving reason why

Greetings & asking how someone is (saying how you are)

MFL Curriculum Unit Planner

Unit:	Weather report project	Year:	5	Term:	Summer 2
-------	------------------------	-------	---	-------	----------

Links to prior learning

Geographical features of Spain – map of Spain

Cultural festivals – fiestas de la Tomatina (Aug) San Fermin (7th July)

New learning

Weather vocabulary

Compass points

Preparation for future learning

Further improving pupils' confidence in spoken Spanish.

Improving fluency, accuracy, pronunciation & accent.

Key vocabulary

See Year 5 vocabulary list - Que tiempo hace? (What is the weather like today?)

Compass points – En el norte, hace sol (In the north, it is sunny)

Big ideas and key concepts

Communication: listening & responding.

Improving spoken language through writing & delivering a weather report

Assessment opportunity

WALT: End of Unit Assessment – El Tiempo – write a weather forecast



¿Qué tiempo hace hoy?

Hola, bienvenidos al tiempo hoy. Me llamo _____

Gracias. ¡Hasta mañana!

What teachers need to know

See Year 5 vocabulary list -

How to say:

Que tiempo hace? (What is the weather like today?)

Compass points – En el norte, hace sol (In the north, it is sunny)

Useful resources:

Spanish weather reports online – El Mundo

Webcam live from La Puerta del Sol, Madrid to see weather in real time.

MFL Curriculum Unit Planner

Unit:	All about me	Year:	6	Term:	Autumn 1
-------	--------------	-------	---	-------	----------

Links to prior learning

Revisit classroom language (4)

Greetings (4)

Numbers (1-39+)

All about me – basic information (about me, my family, pets, hobbies etc)

New learning

Numbers to 100

High frequency Spanish words/phrases

Grammar focus (key verbs 1st & 3rd person, present tense, near future)

Preparation for future learning

Preparing pupils to write and deliver a mini speaking presentation about themselves (family, pets, hobbies, likes/dislikes) in Spanish – Autumn term 2.

Key vocabulary

Focus on embedding classroom language, encouraging use of TL (Spanish)

Teacher/pupil – pupil/teacher (word mats for spontaneous talk)

Numbers to 100+

High frequency Spanish words/phrases

Basic grammar (key verbs: eg ser / estar = to be, tener = to have etc)

Big ideas and key concepts

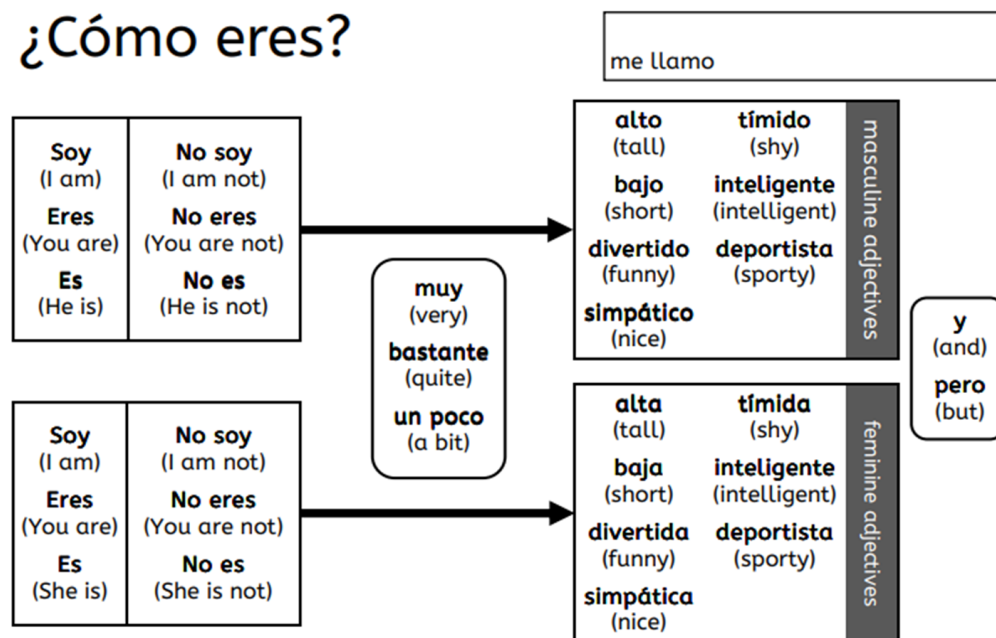
Communication - Listening & speaking skills

Written language – pupils will write a mini presentation (all about me)

Culture – pupils will discover more about the lives of young people in Spain. (Daily routines, family, school, likes/dislikes)

Assessment opportunity

¿Cómo eres?



What teachers need to know

- Basic grammar (gender (masc/fem nouns; adjectival endings; key verbs (ser/estar/tener/gustarse);
- Q & A about myself (how many brothers/sisters? Do you have pets?)
- Giving basic information about myself and my family, including likes/dislikes, sports & hobbies, school subjects
- Numbers to 100

Resources:

Being Spanish – BBC DVD – El colegio, la familia

BBC Class Clips – mi familia

Word mats (www.lightbulblanguages.co.uk) – so yo, la familia, el deporte

MFL Curriculum Unit Planner

Unit:	All about me	Year:	6	Term:	Autumn 2
-------	--------------	-------	---	-------	----------

Links to prior learning

Revisit classroom language (4)

Greetings (4)

Numbers (1-39+)

All about me – basic information (about me, my family, pets, hobbies etc)

New learning

Numbers to 100

High frequency Spanish words/phrases

Grammar focus (key verbs 1st & 3rd person, present tense, near future)

All about me – giving basic information (about me, my family, pets, hobbies etc)

Preparation for future learning

Preparing pupils to write and deliver a mini speaking presentation about themselves (family, pets, hobbies, likes/dislikes) in Spanish – Autumn term 2

Preparing pupils to write a letter to a Spanish pupil about themselves (family, pets, hobbies, likes/dislikes) in Spanish – Spring Term 1.

Key vocabulary

All about me – giving basic information (about me, my family, pets, hobbies etc)

Continued focus on embedding classroom language, encouraging use of TL (Spanish) Teacher/pupil – pupil/teacher (word mats for spontaneous talk)

Numbers to 100+

High frequency Spanish words/phrases

Basic grammar (key verbs: eg ser / estar = to be, tener = to have etc)

Big ideas and key concepts

Communication - Listening & speaking skills – give a mini speaking presentation

Written language – pupils will write a mini presentation (all about me)

Culture – pupils will discover more about the lives of young people in Spain. (Daily routines, family, school, likes/dislikes)

Assessment opportunity

WALT: give a mini presentation - all about me

- Me llamo.....
- Soy de Inglaterra
- Tengo 10 años
- Vivo en Ruddington
- Tengo un/una/dos/tres hermano(s)/hermana(s)/hermanastro(s)/hermanastra(s)
- Soy hijo/hija unica
- Tengo un/dos/tres perro(s)/gato(s)/conejo(s)/hamster(s)/gerbil(es)/pez(peces)

- Me name is ...
- I am from England
- I am ten years old
- I live in Ruddington
- I have one/two/three brothers/sisters/step-brothers/sisters
- I am an only child
- I have one/two/three dogs/cats/rabbits/hamsters/gerbils/fish

What teachers need to know

- Basic grammar (gender (masc/fem nouns; adjectival endings; key verbs (ser/estar/tener/gustarse in the present tense);
- Q & As about myself (how many brothers/sisters? Do you have pets?)
- Giving basic information about myself and my family, including likes/dislikes, sports & hobbies, school subjects
- Numbers to 100

Resources:

Being Spanish – BBC DVD – El colegio, la familia

BBC Class Clips – mi familia

Word mats (www.lightbulblanguages.co.uk) – so yo, la familia, el deporte

MFL Curriculum Unit Planner

Unit:	All about me	Year:	6	Term:	Spring 1
-------	--------------	-------	---	-------	----------

Links to prior learning

Revisit classroom language (4)

Greetings (4)

Numbers 100+

All about me – basic information (about me, my family, pets, hobbies etc)

High frequency Spanish words/phrases

Grammar focus (key verbs 1st & 3rd person, present tense, near future, nouns/gender, adjectives – position of, endings, opinions)

New learning

All about me – giving basic information (about me, my family, pets, hobbies etc)

Asking questions to a young Spanish person

Reading for key information / understanding

Listening for gist & key information

Preparation for future learning

Preparing pupils to write a letter to a Spanish pupil about themselves (family, pets, hobbies, likes/dislikes) in Spanish – Spring Term 1.

Revision – to ensure pupils are becoming ‘secondary ready’

Key vocabulary

All about me – giving basic information (about me, my family, pets, hobbies etc)

Continued focus on embedding classroom language, encouraging use of TL (Spanish) Teacher/pupil – pupil/teacher (word mats for spontaneous talk)

Numbers to 100+

High frequency Spanish words/phrases

Basic grammar (key verbs: eg ser / estar = to be, tener = to have etc)

Big ideas and key concepts

Communication - Listening & speaking skills

Written language – pupils will write a letter to a Spanish pen-pal

Culture – pupils will discover more about the lives of young people in Spain. (Daily routines, family, school, likes/dislikes)

Assessment opportunity

End of unit Assessment

WALT: Give a short presentation about myself

- Me llamo _____
- Tengo _____ años.
- Mi cumpleaños es el ____ de _____

Deeper Learning Challenge - extra details

- Vivo en _____
- Tengo _____ hermanos / no tengo hermanos.
- Tengo _____ animales / no tengo animales.
- Mi color favorito es el _____

Tick sheet

	From memory	With help
I said my name		
I said my age		
I said when my birthday		

What teachers need to know

- Basic grammar (gender (masc/fem nouns; adjectival endings; key verbs (ser/estar/tener/gustarse in the present tense);
- Q & As about myself (how many brothers/sisters? Do you have pets?)
- Giving basic information about myself and my family, including likes/dislikes, sports & hobbies, school subjects
- Numbers to 100

Resources:

Being Spanish – BBC DVD – El colegio, la familia

BBC Class Clips – mi familia

Word mats (www.lightbulblanguages.co.uk) – so yo, la familia, el deporte

MFL Curriculum Unit Planner

Unit:	Shared reading project / outdoor learning	Year:	6	Term:	Spring 2
-------	---	-------	---	-------	----------

Links to prior learning

Revisit classroom language (4)

Greetings (4)

Numbers 100+

Grammar focus (key verbs 1st & 3rd person, present tense, nouns/gender, adjectives – position of, endings, opinions

Bilingual dictionary skills

New learning

Using new verb – ver = to see (1st & 3rd person, negative)

Adapting a reading text to create own bilingual story

Sharing new text /own version with younger child (Y3)

Preparation for future learning

Revision – to ensure pupils are becoming ‘secondary ready’

Key vocabulary

Mini beast vocabulary

Continued focus on embedding classroom language, encouraging use of TL (Spanish) Teacher/pupil – pupil/teacher (word mats for spontaneous talk)

Numbers to 100+

Basic grammar (key verbs: eg ver = to see, tener = to have etc; noun plurals)

Big ideas and key concepts

Communication – Listening, speaking & reading skills

Culture – pupils will discover the joy of reading in Spanish & bilingual stories

Assessment opportunity

WALT: Write a postcard about myself & family



¡Español!

¡Hola, soy profe Gray!

What teachers need to know

- Mini beast vocabulary
- Expressing opinions
- Basic grammar (gender (masc/fem nouns; adjectival endings; key verbs (ver/tener/gustarse in the present tense & negative forms);
- Numbers to 100

Resources:

Bilingual mini books – “Que veo?”

Spanish children’s stories & traditional folktales from Latin America

Word mats (www.lightbulblanguages.co.uk) – los insectos

MFL Curriculum Unit Planner

Unit:	Spanish Day – planning & delivery	Year:	6	Term:	Summer 1
-------	-----------------------------------	-------	---	-------	----------

Links to prior learning

Revisit classroom language (4)

Greetings (4)

Numbers 100+

Revision of food, café role-play

High frequency Spanish words/phrases

Grammar focus (key verbs 1st & 3rd person, present tense, , nouns/gender, adjectives – position of, endings, opinions

New learning

Revision of key vocabulary and core skills for transition to ensure 'secondary ready'

Spanish café - opportunity for spoken language, role-play practice, spontaneous speech

Preparation for future learning

Revision – to ensure pupils are becoming 'secondary ready'

Key vocabulary

Food and café (role-play) vocabulary / basic greetings

Continued focus on embedding classroom language, encouraging use of TL (Spanish) Teacher/pupil – pupil/teacher (word mats for spontaneous talk)

Numbers to 100+

High frequency Spanish words/phrases

Basic grammar – Q&As

Big ideas and key concepts

Communication - Listening & speaking skills

Culture – pupils will role-play a Spanish café & learn about food, dance, art

Assessment opportunity

								inglés (English)
								español (Spanish)
								francés (French)
								galés (Welsh)
								alemán (German)
								chino (Chinese)
hablo (I speak)	no hablo (I don't speak)	hablas (you speak)	no hablas (you don't speak)	habla (he/she speaks)	no habla (he/she doesn't speak)	se habla (...is spoken)	no se habla (...isn't spoken)	



¡hundir la flota!

									inglés (English)
									español (Spanish)
									francés (French)
									galés (Welsh)
									alemán (German)
									chino (Chinese)
hablo (I speak)	no hablo (I don't speak)	hablas (you speak)	no hablas (you don't speak)	habla (he/she speaks)	no habla (he/she doesn't speak)	se habla (...is spoken)	no se habla (...isn't spoken)		

What teachers need to know

- Basic grammar
- Q & As – Spanish café role-play
- Giving basic information about myself and my family, including likes/dislikes, sports & hobbies, school subjects
- Numbers to 100

Resources:

Being Spanish – BBC DVD – la comida española

BBC Class Clips – el café

Word mats (www.lightbulblanguages.co.uk) – la comida / el café

MFL Curriculum Unit Planner

Unit:	Transition Project – Rushcliffe School (MFL)	Year:	6	Term:	Summer 2
-------	--	-------	---	-------	----------

Links to prior learning

Latin-American Countries, flags, geography

Food & drink

Revisit classroom language (4)

Greetings (4)

Numbers 100+

Grammar focus (key verbs 1st & 3rd person, present tense, , nouns/gender, adjectives – position of, endings, opinions

Revision of key vocabulary and core skills for transition to ensure ‘secondary ready’

New learning

Focus on Guatemala – learning about ‘Esperanza – School of Hope’ Link

Preparation for future learning

Revision – to ensure pupils are becoming ‘secondary ready’

Key vocabulary

Food and drink from Guatemala

Geography, economic & social issues of Guatemala

Focus on embedding classroom language, encouraging use of TL (Spanish) Teacher/pupil – pupil/teacher (word mats for spontaneous talk)

Numbers to 100+

High frequency Spanish words/phrases

Basic grammar – Q&As / express an opinion in Spanish

Big ideas and key concepts

Communication - Listening & speaking skills

Culture – learning about Guatemala from Y9 Language Ambassadors

Assessment opportunity

Introducing myself & my family

- Me llamo = my name Eve
- Soy inglesa = I am English
- Se llama Jack = he is called Jack
- Se llama Eliza = she's called



Greetings; please, thank you

- Buenos días = good morning/good day
- Buenas tardes = good afternoon
- Hasta luego = see you later...
- Por favor = please... gracias = thanks

Ordering food & drink, water

- Quiero agua sin/con gas =
I would like still/sparkling water
- La cuenta por favor = the bill please

Directions

- A la derecha = on the right
- A la izquierda = on the left

Useful phrases

- ¿Cómo se dice? = How do you say?
- ¿Puede hablar más despacio? =
Can you speak more slowly?

Numbers, money

€ = euros diez = 10
veinte = 20
treinta = 30
1 = uno, 2 = dos, 3 = tres

What teachers need to know

- Basic grammar (Q&As, expressing opinions & giving reasons why)
- Food & drink from Guatemala
- Geography of Guatemala
- Flags and geography of Latin America
- Numbers to 100+

Resources:

RG's ppts – Guatemala Transition Project

Y9 Language Ambassadors from Rushcliffe School will liaise with Spanish teacher & deliver a group session to each of the Y6 classes

