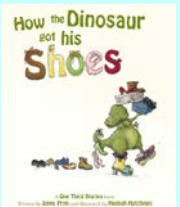
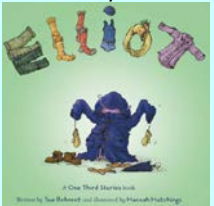

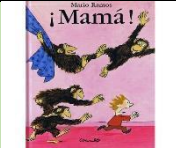

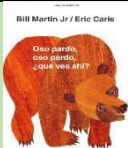


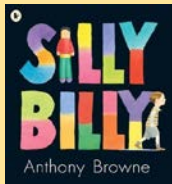
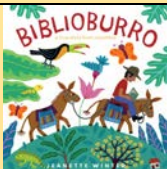
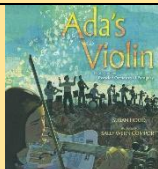
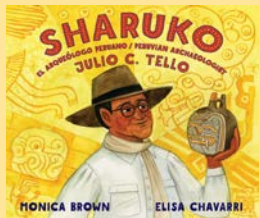
DETAILED CURRICULUM OVERVIEW FOR MFL (SPANISH) 2022-2023

| 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...</p> <p>I am from...</p> <p>I speak...</p> <p>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 Descriptions | Spring 2 Food & Drink |
| Context |  <p>Wordless text – Mamá by Mario Ramos. Children build the text for the story.</p> |  <p>The Very Hungry Caterpillar by Eric Carle</p> |  <p>Brown Bear, Brown Bear, What can you see? by Eric Carle</p> | In the café Ordering snacks and drinks Stating prices of items and opinions. | Planets 1 Describing the colour, size, orbital speed and distance from the sun of the 9 planets | Mealtimes Saying what time the café is open, saying what time you eat breakfast, lunch, dinner. | Planets 2 Recap on planets unit covered last year. Then design and describe own planet and alien/mythical creature. | Mealtimes continued Saying what you and other people have for breakfast and at what time/frequency. |
| 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 | Numbers 1-100 Parts of the body Adjectives for size, colour, speed & distance | 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 | Tener, 3 Ser, 3 Estar, 3 | 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 | Write single familiar words from memory with understandable accuracy. Identify and use strategies for memorising new vocabulary. | Join in with actions and words to accompany familiar stories. Use knowledge if the sound of some letter strings to read aloud or say individual words Name a noun, adjective, verb, pronoun and | Understanding adjectival position and agreement in the singular. To join in with the words of a story, sometimes from memory. | Ask and answer several simple and familiar questions with a rehearsed response. Use familiar vocabulary to say simple sentences to give information using a language scaffold. | Demonstrate understanding of the position of the majority of adjectives and adjectival agreement in the singular and plural. | Follow the text of a familiar song, sing aloud and identify the meanings of words. To produce positive and negative sentences with regular and high frequency verbs. | Apply the rules of agreement of adjectives in the singular and plural with some accuracy. To decode a simple unfamiliar text using some familiar language. | Engage in a short conversation using familiar questions and express opinions. To pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. |

| | | | | | | | | |
|--------------------------------|------------------------------|--------------------------|--|----------------|----------------------------|--------------------------|----------------------------|--------------------------|
| | | conjunction in Spanish | | | | | | |
| Interdisciplinary links | English – building sentences | Science – healthy eating | | Maths – prices | Science – The Solar System | Maths – telling the time | Science – The Solar System | 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 The Spanish Speaking World |
| 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 | Focus on Peru - Sharuko  MONICA BROWN ELISA CHAVARRI |
| 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 | Vocab for describing Peru's flag. Describing Sharuko (Peruvian Archaeologist) |
| 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) | To learn the -AR verb tocar (to play) | All covered in weather units in years 3-5. | Using the third person tiene - he has es - he is vive - he lives |

| | | | | | | | | |
|--------------------------------|--|--|--|---|---|--|---|---|
| | | adjective mi plurals of nouns adjectival agreement (fem. sing.) | temperature is 35 degrees. | | Adverbs of frequency (siempre, | 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 | ll, ñ, v, rr, gui, z, h, j |
| Skills | Listen and show understanding of single words through physical response. Write and say simple familiar words to describe things. | Write single familiar words from memory with understandable accuracy. | Read aloud familiar short sentences using knowledge of letter string sounds and silent letter rules. Read and show understanding of familiar simple phrases and short sentences. | Use a bi-lingual dictionary to find the meaning of a word and its translation. To write a familiar simple sentence from memory with understandable accuracy. To use the correct form of the definite/indefinite article. To join in with the words of a rhyme, song or story sometimes from memory | Listen and show understanding of more complex familiar phrases and sentences. Use familiar vocabulary to present ideas using a language scaffold. Read aloud more complex sentences using knowledge of letter string sounds and silent letter rules. | To write and say simple phrases to describe people, places and things using a scaffold. I can use a bi- lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs To follow the simple text of a familiar song or story and sing or read aloud | Read aloud the text of familiar rhymes and songs. Manipulate familiar language to present own ideas and information in more complex sentences. | Use the correct form of the definite article (el, la, los, las) in singular and plural sentences. To use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs. To write familiar complex sentences from memory with understandable accuracy. |
| Interdisciplinary links | | Art/DT Geography | Geography | PSHE/English/Geograp hy | Geography | Music/PSHE | | PSHE/Geography/Art & DT |