**MFL (Spanish)**

# FSN MFL Programme of Study

| Year 3: Early Language Teaching | | | | | |
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| **Harvest** | **Christmas** | **Winter** | **Spring** | **Whitsun** | **Summer** |
| **Aprendo español** | **Vocabulario Escencial Phonetics 1** | **Los Animales** | **La Fruta** | **Los helados** | **Sé...** |
| **Sequence of learning:**<br><br>To locate Spain, Madrid and a few key cities on a map.<br><br>To say our name.<br><br>To say how we are feeling.<br><br>To learn up to 10 colours.<br><br>To count from 1-10 in Spanish. | **Sequence of learning:**<br><br>To recap the 10 colours<br><br>To learn numbers 1-20<br><br>To learn the days of the week<br><br>**Vocabulary:**<br>Ten key colours and numbers 1-20. The days of the week. | **Sequence of learning:**<br><br>To name and recognise up to 10 animals in Spanish.<br><br>To attempt to spell some of these nouns with their correct indefinite article.<br><br>To pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am). | **Sequence of learning:**<br><br>To name, recognise and remember up to 10 fruits in Spanish.<br><br>To attempt to spell some of these nouns with their correct article/determiner.<br><br>To ask somebody in Spanish if they like a particular fruit. | **Sequence of learning:**<br><br>To name and recognise up to 10 different flavours for ice creams.<br><br>Ask for an ice cream in Spanish using 'quisiera'.<br><br>Say what flavour they would like. | **Sequence of learning:**<br><br>To recognise, remember and spell 10 action verbs in Spanish.<br><br>To use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how) and 'no sé' (I do not know how). |

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| **Vocabulary:**<br>Language to ask how somebody is feeling and give a reply.<br><br>Ten key colours and numbers 1-10.<br><br>All listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- CH J Ñ LL RR<br><br>**Cultural Enrichment**:<br><br>La Tomatina –Festival in Spain | All listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- CH J Ñ LL RR<br><br>**Cultural Enrichment**:<br>Feliz Navidad! Christmas in Spain | **Vocabulary:**<br>10 common animals.<br>The animal nouns in Spanish plus their appropriate indefinite article/determiner.<br><br>First person conjugation of the verb ser (soy = I am).<br><br>All listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- CH J Ñ LL RR | To say what fruits we like and dislike in Spanish.<br><br>**Vocabulary:**<br><br>The nouns and determiners/articles for 10 common fruits in Spanish.<br><br>The language required to ask a question in Spanish and how to answer the question in Spanish (using the positive and negative form).<br><br>All listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- CH J Ñ LL RR<br><br>**Cultural Enrichment**:<br>La Pascua -Easter in Spain | Say whether they would like their ice cream in a small pot or a cone .<br><br>**Vocabulary:**<br>10 common ice cream flavours used in a short phrase using the 1st person high frequency verb 'quisiera'.<br><br>All listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- CH J Ñ LL RR | To attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).<br><br>**Vocabulary:**<br><br>Ten different high frequency action verbs linked to common activities.<br><br>First person conjugation of the modal verb saber (to know how), in the positive and negative plus ten common infinitive verbs.<br><br>All listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- CH J Ñ LL RR<br><br>**Cultural Enrichment**:<br><br>Language Enrichment:<br>Languages day/ El café de FSN - Spanish Café |

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| Year 4: Intermediate Language Teaching | | | | | |
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| **Harvest** | **Christmas** | **Winter** | **Spring** | **Whitsun** | **Summer** |
| **Me Presento** | **Vocabulario Escencial Phonetics 2** | **Mi Familia** | **Mi Casa** | **La Clase** | **En la cafetería** |
| **Sequence of Learning:**<br><br>To learn how count to 20 in Spanish.<br><br>To ask somebody how they are feeling and give an appropriate response back.<br><br>To ask somebody their age, name, where they live and reply.<br><br>**Vocabulary:**<br><br>Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new | **Sequence of Learning:**<br><br>To learn the numbers 1-30.<br><br>To recap the days of the week and colours.<br><br>To learn the months of the year.<br><br>**Vocabulary:**<br>Ten key colours and numbers 1-30. The days of the week. The months of the year.<br><br>All listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:** | **Sequence of Learning:**<br><br>To remember the nouns for family members in Spanish from memory.<br><br>To describe our own or a fictitious family in Spanish by name, age and relationship.<br><br>To count up to 100 in Spanish.<br><br>To understand possessive adjectives better in Spanish ('my' form only).<br><br>**Vocabulary:**<br>We will revisit basic personal details (name/age/where you | **Sequence of Learning:**<br><br>To say and write in Spanish whether we live in a house or an apartment.<br><br>To say what room we have and do not have at home using the key structure en mi casa hay… and en mi casa no hay…<br><br>To use the conjunction y to link two sentences together.<br><br>**Vocabulary:**<br><br>Basic personal details will be revisited including the high | **Sequence of Learning:**<br><br>To recall from memory a selection of nouns and indefinite articles for common classroom objects.<br><br>To learn how to use the negative in Spanish.<br><br>To describe what we have and do not have in our pencil case.<br><br>To respond to simple classroom commands.<br><br>**Vocabulary:** | **Sequence of Learning:**<br><br>To recall from memory a wider range of nouns and indefinite articles/ determiners for common foods, snacks and drinks in a typical Spanish cafetería, improving our cultural knowledge of Spain.<br>To understand better how to make nouns plural in Spanish.<br><br>T improve our knowledge of Spanish currency.<br><br>To order in Spanish what we would like to eat and drink in a role-play. |

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| language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Vocabulary Sheet.<br>**Phonics and Pronunciation:**<br>- CA CE CI CO CU<br><br>**Cultural Enrichment**:<br>Las Fallas de Valencia - Festival in Spain | - CA CE CI CO CU<br><br>**Cultural Enrichment**:<br>Feliz Navidad! Christmas in Spain | live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old we are. All on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br>- CA CE CI CO CU | frequency 1st person singular verbs soy, me llamo, tengo and vivo. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures vivo en and en mi casa hay… and en mi casa no hay.. All on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br>- CA CE CI CO CU<br><br>**Cultural Enrichment**: La Pascua – Easter in Spain | 11 nouns and articles for common classroom objects, 10 simple classroom commands. tengo… ('I have') will be revisited before introducing the negative reply no tengo……(I don't have). This is all listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br>- CA CE CI CO CU | **Vocabulary:**<br>A wide range of common food, snacks and drinks available in a typical Spanish cafetería. The transactional language required to order and pay for food. All listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br>- CA CE CI CO CU<br><br>**Cultural Enrichment**:<br>Languages Day/El cafe de FSN – Spanish Cafe |

| Year 5: Intermediate Language Teaching | | | | | |
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| **Harvest** | **Christmas** | **Winter** | **Spring** | **Whitsun** | **Summer** |

# MFL (Spanish)

| ¿Tienes una mascota? | La Fecha<br>Phonetics 3 | ¿Qué tiempo hace? | La Ropa | Los Juegos Olímpicos | Hábitats |
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| **Sequence of Learning:**<br><br>To know the nouns and indefinite articles for 8 common pets.<br><br>To ask somebody if they have a pet and give an answer back.<br><br>To say in Spanish what pet we have/do not have and give our pet's name.<br><br>To start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.<br><br>**Vocabulary:**<br><br>Revisiting personal details (names/ age/where we live) and the high frequency verbs tengo, soy and vivo. 8 nouns and indefinite articles for common pets and how to ask and answer the question '¿Tienes una mascota?' using the structure que se llama and the two conjunctions y | **Sequence of Learning:**<br><br>To recognise and recall the 12 months of the year in Spanish.<br><br>To ask what the date is and say the date in Spanish.<br><br>To ask somebody when their birthday is and say when their own birthday is in Spanish.<br><br>**Vocabulary:**<br><br>The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- GA GE GI GO GU<br><br>**Cultural Enrichment**:<br><br>Feliz Navidad! Christmas in Spain | **Sequence of Learning:**<br><br>To recognise and recall the 9 weather expressions in Spanish from memory.<br><br>To ask what the weather is today and give a reply in Spanish.<br><br>To describe the weather in Spain, in Spanish using a weather map with symbols.<br><br>**Vocabulary:**<br><br>The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a Spanish weather map. This is all listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- GA GE GI GO GU<br><br>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English | **Sequence of Learning:**<br><br>To recognise and recall from memory 21 items of clothing.<br><br>To explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.<br><br>To revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour<br><br>**Vocabulary:**<br><br>Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb llevar to wear. All listed in the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- GA GE GI GO GU | **Sequence of Learning:**<br><br>To understand the key facts of the ancient and modern Olympics recounted in Spanish.<br><br>To learn 10 nouns and articles for common Olympic sports.<br><br>To explore the full present tense conjugation of the high frequency verb PRACTICAR.<br><br>To look at the adjectival changes involved when you describe a male Olympian or female Olympian.<br><br>**Vocabulary:**<br>The 10 nouns and articles for Olympic sports, the verb PRACTICAR and the sporting professions in both masculine and feminine form. All listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- GA GE GI GO GU<br><br>GO sound in juegos. | **Sequence of Learning:**<br><br>Say and write the key elements that animals and plants need to survive. • Name the 5 most common types of habitats. • Name an animal and a plant that live and grow in each type of habitat.<br><br>**Vocabulary:**<br>Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. All listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- GA GE GI GO GU<br><br>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable in words like tro-pi-cal and po-lar. For words that end in a vowel or 'n' and 's' it is normally the second to last |

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| (and) and pero (but). All listed in the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- GA GE GI GO GU<br><br>**Cultural Enrichment**:<br><br>La Fiesta de San Fermin – Festival in Spain | | word 'onion'. It is another letter in Spanish not just another phoneme as in España.<br><br>Accents. Accents can be placed on some words like qué to indicate a question word. | Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme as in España.<br><br>Accents. Accents can be placed on some words like qué to indicate a question word.<br><br>**Cultural Enrichment**: La Pascua – Easter in Spain | Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable like prac-ti-car.<br><br>For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like es-gri-ma., ci-clis-mo & a-tle-tis-mo.<br><br>Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in o-lím-pi-cos, tram-po-lín, triat-lón, e-qui-ta-ción & na-ta-ción. | syllable like de-sier-to, ar-bus-tos and plan-tas.<br><br>Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ár-bo-les and há-bi-tats.<br><br>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in araña.<br><br>**Cultural Enrichment**:<br>Languages Day/El cafe de FSN – Spanish Cafe |

| Year 6: Progressive Language Teaching | | | | | |
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| **Harvest** | **Christmas** | **Winter** | **Spring** | **Whitsun** | **Summer** |

# MFL (Spanish)

| En el colegio | Regular Verbs/ Vocabulario Escencial Phonetics 4 | Los Planetas | Comer Sano | El fin de semana | Yo en el Mundo |
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| **Sequence of Learning:**<br><br>To name the subjects we study in school in Spanish with the correct definite article/determiner.<br><br>To extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.<br><br>To start to tell the time by learning how to say time by the hour.<br><br>To explore the irregular, high frequency verb 'ir' (to go) in full.<br><br>**Vocabulary:**<br><br>Key vocabulary on 10 nouns and definite articles for school subjects. Two positive and two negative opinions in reply to the target question ¿Qué te gusta? and a variety of justifications to expand the opinion given in reply. All listed on Vocabulary Sheet. | **Sequence of Learning:**<br><br>To tell the time in Spanish, on the hour, half past, quarter to and quarter past.<br>To explore what a pronoun is in both English and the foreign language and will consolidate this through some simple supported listening and reading activities.<br><br>To be introduced to three different types of verb categories in the foreign language and will learn about verb stems and endings.<br><br>To learn all about regular Spanish -ER verbs and how to conjugate them.<br><br>To learn all about regular Spanish -IR verbs and how to conjugate them.<br><br>To learn all about regular Spanish -AR verbs and how to conjugate them. | **Sequence of Learning:**<br><br>To name and spell accurately some/all the planets in Spanish on a solar map.<br><br>To say and write extended sentences for at least one planet.<br><br>To understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy.<br><br>**Vocabulary:**<br><br>Colours will be revisited briefly before learning the nouns for the 10 planets with a range of appropriate adjectives to describe the planets. All listed on the Vocabulary Sheets.<br><br>**Phonics and Pronunciation:**<br><br>- B V CC QU Z<br><br>B sound in bastante | **Sequence of Learning:**<br><br>To say and write what we eat and drink to stay healthy.<br>To say and write what we do not eat and drink to stay healthy.<br><br>To say and write the activities we do and do not do to stay in shape including a choice of physical activities.<br><br>To follow a simple, healthy recipe in Spanish.<br><br>**Vocabulary:**<br>Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and two activities that you should try not to do to stay healthy. All listed on Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- B V CC QU Z<br><br>B sound in beber, bueno, blanco & bebo | **Sequence of Learning:**<br><br>To tell the time in Spanish using quarter past, half past and quarter to.<br><br>To say and write in Spanish what we do at the weekend using two or more sentences.<br><br>To integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.<br><br>**Vocabulary:**<br>Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question '¿Qué haces los fines de semana?' All listed on Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- B V CC QU Z<br><br>B sound in aburrido | **Sequence of Learning:**<br><br>To say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.<br><br>To say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid.<br><br>To say and write something we do to help the planet.<br><br>**Vocabulary:**<br>A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet. All listed on the Vocabulary Sheet.<br><br>**Phonics and Pronunciation:**<br><br>- B V CC QU Z |

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| **Phonics and Pronunciation:**<br><br>- B V CC QU Z<br><br>B sound in aburrido & QU sound in porque<br><br>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do.<br><br>Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas.<br><br>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español.<br><br>Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign | To revise and consolidate everything from this unit.<br><br>**Vocabulary:**<br><br>**Phonics and Pronunciation:**<br>- B V CC QU Z<br><br>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do.<br><br>Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas.<br><br>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español.<br><br>**Cultural Enrichment**: | V sound in Venus, verde & viento<br><br>Z sound in azul<br><br>QU sound in pequeño<br><br>Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like a-zul.For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like Mer-cu-rio.<br><br>Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in Jú-pi-ter.<br><br>Ñ tilde. This changes the 'n' to a 'ny' sound like in pequeño | V sound in vegetales & veo<br><br>Qu sound in que & mantequilla<br><br>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in sa-lud. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pa-ta-tas.<br><br>Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in na-ta-ción.<br><br>Ñ tilde. This changes the 'n' to a 'ny' sound like in añadir.<br><br>**Cultural Enrichment**: La Pascua – Easter in Spain | V sound in voy, veo, divertido & levanto<br><br>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like dor-mir and ge-nial.<br><br>For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-van-to, di-ver-ti-do and a-bu-rri-do.<br><br>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-cre-í-ble.<br><br>Silent letters. H is always silent in Spanish as in the word horrible (unless it is a word of foreign origin). It is pronounced orrible. | B sound in hablo & besos<br><br>V sound in salvar, carnaval, Navidad, vas & voy<br><br>QU sound in qué<br><br>Z sound in utilizar<br><br>Silent letters. H' is always silent in Spanish as in the word verb hablo (unless it is a word of foreign origin). It is pronounced ablo.<br><br>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español.<br><br>Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pre-fe-ri-da, fies-ta & co-lo-ri-da<br><br>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dí-a & in-glés.<br><br>**Cultural Enrichment**: |

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| origin). Hola is pronounced ola.<br><br>**Cultural Enrichment**:<br>El dia de los Muertos – Festival in Spain | Feliz Navidad! Christmas in Spain | | | | Languages day/El cafe de FSN – Spanish Café |

## All Units National Curriculum Links:

**LISTENING:**

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.

**SPEAKING:**

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.

**READING:**

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.

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**WRITING:**

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.

**GRAMMAR:**

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are like English.