

MFL Term 3

		National Curriculum Objectives	Substantive Concepts	Skills	Knowledge	Key Vocabulary	When
Key stage 1	Year A	In key stage one children will be taught to have a respect for and interest in other countries. They will understand that the UK is made up of people from a wide range of cultures, many of whom have English as a second language. They will practise saying hello in different languages through key stage one and will celebrate any other languages in school.					
YR 3	Year A	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into</li> </ul>	<p>Months and day names in Spanish do not start with a capital letter.</p> <p>To know some basic food stuffs.</p> <p>To know that Spaniards say 'I have hunger or thirst instead of I am</p>	<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>✓ Recognise intonation to ask questions or give instructions</li> <li>✓ Express some simple opinions</li> <li>✓ Start to recognise the sound of some letter strings in familiar words and pronounce when modelled</li> </ul> <p><b>Reading and writing</b></p> <ul style="list-style-type: none"> <li>✓ Begin to adapt intonation to ask questions or give instructions</li> <li>✓ Explore differences between Spanish and English punctuation</li> </ul> <p><b>Stories, songs, poems and rhymes</b></p> <ul style="list-style-type: none"> <li>✓ Listen and identify specific words in songs and rhymes</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>✓ Recognise simple prepositions in sentences</li> </ul>	<p><b>Time</b></p> <p><b>Oral</b></p> <p>Learning the days of the week and the months of the year. Being able to say which day of the week or which month of the year they like</p> <p>Being able to say the 4 seasons and which month is in which season.</p> <p><b>Reading</b></p> <p>Recognising the key words from flash cards</p> <p>Recognise the days of the week or months of the year in a translation passage</p> <p><b>Writing</b></p> <p>Being able to write Today is..... Writing my birthday is in.....</p> <p><a href="https://www.youtube.com/watch?v=IKznbHvPFwc">https://www.youtube.com/watch?v=IKznbHvPFwc</a></p> <p><b>Food</b></p> <p><b>Oral</b></p> <p>Naming basic foods with their article Saying what we like and don't like</p> <p>Describing a plate of food. Being able to say food is <b>on</b> the plate or <b>in</b> my stomach</p> <p><b>Reading</b></p> <p>Reading a short passage about food and being able to recognise the food names.</p> <p><b>Writing</b></p> <p>Writing the names of basic foods as labels.</p> <p><a href="https://www.youtube.com/watch?v=XeP8oyOEFSU">https://www.youtube.com/watch?v=XeP8oyOEFSU</a></p>	<p><b>Note no capital letters</b></p> <p><b>lunes</b> <b>martes</b> <b>miércoles</b> <b>jueves</b> <b>viernes</b> <b>sábado</b> <b>domingo</b></p> <p>enero (January)</p> <p>febrero (February)</p> <p>marzo (March)</p> <p>abril (April)</p> <p>mayo (May)</p> <p>junio (June)</p> <p>julio (July)</p> <p>agosto (August)</p> <p>septiembre (September)</p> <p>octubre (October)</p> <p>noviembre (November)</p> <p>diciembre (December)</p>	

		<p>familiar written material, including through using a dictionary</p> <ul style="list-style-type: none"> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally* and in writing</li> </ul>				Food names sheet	
YR 4	Year A	<ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ present ideas and information orally to a range of audiences*</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into</li> </ul>		<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>✓ Adapt intonation to ask questions or give instructions</li> <li>✓ Express simple opinions</li> <li>✓ Identify individual sounds in words and pronounce accurately when modelled</li> </ul> <p><b>Reading and writing</b></p> <ul style="list-style-type: none"> <li>✓ Write familiar short phrases from memory with understandable accuracy</li> <li>✓ Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled</li> <li>✓ Adapt intonation to ask questions or give instructions</li> <li>✓ Identify differences between Spanish and English punctuation</li> </ul> <p><b>Stories, songs, poems and rhymes</b></p> <ul style="list-style-type: none"> <li>✓ Listen and identify specific words in songs and rhymes, demonstrating understanding.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>✓ Use simple prepositions in their sentences</li> <li>✓ Conjugate a high frequency verb (ir – to go) in the present tense; and show awareness of subject-verb agreement</li> </ul>			

		<p>familiar written material, including through using a dictionary</p> <ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> </ul>				
YR 5	Year A	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into</li> </ul>	<p>To recognise weather words with the verb Estar or Ser.</p> <p>To recognise the difference between the first and their person – particularly with the verbs gustar and tener..</p>	<p><b>Listening and speaking.</b></p> <ul style="list-style-type: none"> <li>Express a wider range of opinions</li> <li>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules</li> <li>Pronounce familiar words accurately</li> <li>Begin to recognise the verb ser or estar.</li> </ul> <p><b>Reading and writing</b></p> <ul style="list-style-type: none"> <li>Write a simple sentence from memory using familiar language</li> <li>Start to predict the pronunciation of unfamiliar words in a sentence</li> <li>Adapt intonation for example to mark questions and exclamations</li> <li>Appreciate the impact of accents and elisions on sound</li> </ul> <p><b>Stories, songs, poems and rhymes</b></p> <ul style="list-style-type: none"> <li>Follow the text of familiar songs and rhymes, identifying the meaning of words.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Recognise a range of prepositions</li> <li>Conjugate a high frequency verb in the present tense</li> </ul>	<p><b>Weather</b></p> <p><u>Oral</u></p> <p>To be able to say what the weather is like today and how that makes them feel. To be able to give opinions on favourite weather. To combine knowledge from years 3 and 4 and be able to talk about the weeks and days and use the conjunction after that and then.</p> <p><u>Reading</u></p> <p>TO be able to listen to a translation passage and pick out key words about weather</p> <p><u>Writing</u></p> <p>To be able to write down a script for a weather man.</p> <p><b>Food</b></p> <p>Follow Oak academy unit on food.</p> <p>Speaking, reading and writing where appropriate.</p> <p>Saying some food words and saying you want to have those foods.</p> <p>Saying you or someone else is hungry, hot or cold.</p> <p>Giving opinions about singular foods and joining opinions with conjunctions</p> <p>Giving opinions about plural foods and joining opinions with conjunctions.</p> <p>Giving someone else's opinion about singular and plural foods and joining opinions using conjunctions.</p>	<p>soleado lluvioso nublado tremendo llovizna nevando glacia</p> <p>hoy – today</p> <p>me gusta - I like</p> <p>no me gusta I don't like</p> <p>pero - but</p>

		<p>familiar written material, including through using a dictionary</p> <ul style="list-style-type: none"> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally* and in writing</li> </ul>				
YR 6	Year A	<ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ present ideas and information orally to a range of audiences*</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into</li> </ul>		<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>✓ Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules</li> <li>✓ Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words</li> </ul> <p><b>Reading and writing</b></p> <ul style="list-style-type: none"> <li>✓ Write several sentences from memory with familiar language with understandable accuracy</li> <li>✓ Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules</li> <li>✓ Adapt intonation for example to mark questions and exclamations in a short, written passage</li> <li>✓ Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words</li> </ul> <p><b>Stories, songs, poems and rhymes</b></p> <ul style="list-style-type: none"> <li>✓ Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>✓ Recognise and use a range of prepositions</li> <li>✓ Follow a pattern to conjugate a regular verb in the present tense</li> </ul>		

		<p>familiar written material, including through using a dictionary</p> <ul style="list-style-type: none"><li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>▪ describe people, places, things and actions orally* and in writing</li></ul>					
YR 6+							