



St. Gabriel's CE Primary School
MFL – SPANISH Yearly Overview 2023-24
Objectives and Topics

Pupils should be taught 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 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 similar to English.

Year 3 MFL
Key Learning Outcomes

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied.

Term 1 Phonetics 1&2 (C) I'm Learning Fr/Sp/It (E)	Term 2 Seasons (E)	Term 3 Musical Instruments (E)	Term 4 Fruits (E)	Term 5 Ice Creams (E)	Term 6 Little Red Riding Hood (E)
<ul style="list-style-type: none"> • Identify Spain on a map of the world. • Highlight famous Spanish cities. • Talk about other countries where Spanish is spoken. • Say their name and how they are feeling in Spanish. • Count to ten in Spanish. 	<ul style="list-style-type: none"> • Name, recognise and remember all four seasons in Spanish. • Say what their favourite season is in Spanish. • Say why it is their favourite season in Spanish. • Start to recognise and use the conjunctions 'y' (and) & 'porque' (because) in their spoken and written responses. 	<ul style="list-style-type: none"> • Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. • Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments. 	<ul style="list-style-type: none"> • Name and recognise up to 10 fruits in Spanish. • Attempt to spell some of these nouns. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits they like and dislike. 	<ul style="list-style-type: none"> • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in Spanish using 'quisiera'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub. 	<ul style="list-style-type: none"> • Sit and listen attentively to a familiar fairy tale in Spanish. • Use picture and word cards to recognise and retain key vocabulary from the story. • Name and spell at least three parts of the body in Spanish as seen in the story.

Year 4 MFL
Key Learning Outcomes

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Term 1- Phonetics 2 (C) Presenting Myself (I)	Term 2 Family (I)	Term 3 Goldilocks (I)	Term 4 Habitats (I)	Term 5 Classroom (I)	Term 6 House (I)
<ul style="list-style-type: none"> • In this unit the children will learn how to: • Count to 20 in Spanish. • Say their name and age in Spanish. • Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. • Tell you where they live in Spanish. • Tell you if they are Spanish or English, introducing concept of gender and agreement. 	<ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 	<ul style="list-style-type: none"> • Not only sit and listen attentively to the story but to recognise, understand and remember more of the new language. • Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. • Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases. • Attempt to spell in Spanish. 	<ul style="list-style-type: none"> • Tell somebody in Spanish the key elements animals and plants need to survive in their habitat. • Tell somebody in Spanish examples of the most common habitats for plants and animals and give a named example of these habitats. • Tell somebody in Spanish which animals live in these different habitats. • Tell somebody in Spanish which plants live in these different habitats 	<ul style="list-style-type: none"> • In this unit the children will learn how to: • Recognise and repeat from memory simple classroom objects and use • the correct gender. • Say what they have and do not have in their pencil case. • Recognise and respond to simple classroom commands and praise. 	<ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody else in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).

Year 5 MFL
Key Learning Outcomes

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Term 1 Pets (I)	Term 2 The Date (I)	Term 3 The Weather (I)	Term 4 Romans (I)	Term 5 Olympics (I)	Term 6 Clothes (I)
<ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the connectives Y ("and") or PERO ("but"). 	<ul style="list-style-type: none"> • Remember, recall and spell the seven days of the week. • Remember, recall and spell the twelve months of the year. • Remember, recall and spell numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is. 	<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in Spanish. • Ask what the weather is like today. • Say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a weather map with symbols. 	<ul style="list-style-type: none"> • Tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire. • Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses. • Tell somebody in Spanish what the most famous Roman inventions were. • Learn what life was like for a rich and a poor child in Roman times. • Introduce the children to the concept of the negative form in Spanish. 	<ul style="list-style-type: none"> • Tell somebody in Spanish the key facts of the ancient Olympics. • Tell somebody in Spanish the key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish. • Say the nouns in Spanish for key sports in the current Olympic games. • Conjugate the irregular verb PRACTICAR enabling the students to say what sports they play and what sports they do not play. • Understand the concept of gender, using el and la when you say you play a sport in Spanish. 	<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in Spanish. • Use the appropriate genders and articles for these clothes. • Use the verb LLEVAR in Spanish with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy.

Year 6 MFL
Key Learning Outcomes

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Term 1- Phonetics 4 (C) At School (P)	Term 2 – Regular Verbs(P)	Term 3 – The Weekend (P)	Term 4 World War II (P)	Term 5 – The Vikings (P)	Term 6 – Me In The World (P)
<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/dislike certain school subjects. • Tell the time (on the hour) in Spanish. • Say what time they study certain subjects at school. 	<ul style="list-style-type: none"> • Recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish. • Understand what a verb is in both English and Spanish and how to then create a stem and work out the endings for regular –ER, -IR and -AR verbs. • Conjugate in Spanish a regular –ER verb. • Conjugate in Spanish a regular –IR verb. • Conjugate in Spanish a regular –AR verb. 	<ul style="list-style-type: none"> • Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend in Spanish. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend. 	<ul style="list-style-type: none"> • Group/order unknown vocabulary to help decode texts in Spanish • Improve their listening and reading skills • Name the countries and languages involved in WW2 • Say what the differences were in city and country life during the war • Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside 	<ul style="list-style-type: none"> • Name in Spanish, the key periods in ancient Britain, in chronological order. • Describe themselves physically by pretending to be a member of a fictitious Viking family. • Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. • Use two irregular high frequency verbs 'ser' (to be) and 'tener' (to have) more fluently. • Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular. • Recognise and start to understand commonly used reflexive verbs and pronouns. 	<ul style="list-style-type: none"> • About the many countries in the world that speak Spanish. • About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet.