



MFL Knowledge & Skills

| | Y3 | Y4 | Y5 | Y6 |
|------------------------------|---|---|--|---|
| Phonics | <ul style="list-style-type: none"> To know and understand the sounds; 'CH', 'J', 'Ñ', 'LL' and 'RR' | <ul style="list-style-type: none"> To know and understand the sounds; 'CA', 'CE', 'CI', 'CO' and 'CU' To recall the sounds; 'CH', 'J', 'Ñ', 'LL' and 'RR' | <ul style="list-style-type: none"> To know and understand the sounds; 'GA', 'GE', 'GI', 'GO' and 'GU' in this third lesson. To recall the sounds; 'CH', 'J', 'Ñ', 'LL', 'RR' and 'CA', 'CE', 'CI', 'CO' and 'CU' | <ul style="list-style-type: none"> To know and understand the sounds; 'B', 'V', 'CC', 'QU' and 'Z' in this fourth and final lesson. To recall the sounds; 'CH', 'J', 'Ñ', 'LL', 'RR' and 'CA', 'CE', 'CI', 'CO', 'CU' and 'GA', 'GE', 'GI', 'GO' and 'GU' |
| I Am Learning Spanish | <ul style="list-style-type: none"> To know about the Hispanic world To say hello and goodbye in Spanish with good pronunciation To ask and answer the question 'How are you?' in Spanish with good pronunciation To ask and answer 'What is your name?' in Spanish with good pronunciation To learn and say the numbers 1-10 in Spanish with good pronunciation To learn and say the 10 colours in Spanish with good pronunciation 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 Present ideas and information orally to a range of audiences Read carefully and show an understanding of words, phrases and simple reading Appreciate stories, songs, poems and rhymes in Spanish | | | |



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| Animals | <ul style="list-style-type: none">• To learn and say 10 animal nouns in Spanish with their correct determiner• To spell correctly 10 animal nouns with their correct determiner• To speak in simple sentences e.g. I am a sheep• To recognise that there are 2 different words for a/an in Spanish (un/una)• To understand the role of the indefinite article/determiner in Spanish• To use the 1st person irregular verb 'soy (I am) in Spanish• Read carefully and show understanding of words, phrases and simple writing.• Pupils start to attempt to write a short simple sentence with an article, noun and verb.• 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• Present ideas and information orally to a range of audiences• Read carefully and show an understanding of words, phrases and simple reading• Appreciate stories, songs, poems and rhymes in Spanish | | | | |



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| Fruits | <ul style="list-style-type: none">• To say 10 fruit nouns with their determiners with good pronunciation• To understand how to change singular nouns to plural form• To speak in simple sentences e.g. I like... / I do not like... with the fruit nouns• To understand that nouns can be masculine and feminine (a/an)• To understand that nouns can be singular and plural (los/las)• Read carefully and show understanding of words, phrases and simple writing.• Pupils start to attempt to write a short simple sentence with an article, noun and verb.• 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• Present ideas and information orally to a range of audiences• Read carefully and show an understanding of words, phrases and simple reading• Appreciate stories, songs, poems and rhymes in Spanish | | | |



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| I Know How... | | <ul style="list-style-type: none">• To say action 10 verbs with good pronunciation• To know how to use the structure 'se' (I know how) with the infinitive verbs• To know how to use the negative structure 'no se' (I don't know how) with the infinitive verb• To use conjunction 'y' (and)• To use the conjunction 'pero' (but)• To create short, spoken simple sentences integrating 1st person singular of high frequency verbs.• To use short, simple phrases.• To begin to decode written text• Write a short simple sentence with an article, noun and verb as a supported activity eg. 'My name is...', 'I play the piano...', 'I like strawberries' etc.• 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• Present ideas and information orally to a range of audiences• Read carefully and show an understanding of words, phrases and simple reading• Appreciate stories, songs, poems and rhymes in Spanish | | |



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| Vegetables | | <ul style="list-style-type: none">• To say with good pronunciation 10 vegetables with their correct plural determiner• To know how to use the structure 'quisiera' (I would like) when buying vegetables• To know how to use the conjunction 'y' (and) when buying more than one vegetable• To understand the 2 different plural determiners for 'the' (los/las)• To recognise the words that are similar in English and Spanish• 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• Present ideas and information orally to a range of audiences• Read carefully and show an understanding of words, phrases and simple reading• Appreciate stories, songs, poems and rhymes in Spanish | | |



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| Seasons | | <ul style="list-style-type: none">• To know and say with good pronunciation the 4 seasons with their correct determiners• To say a short phrase in Spanish about each of the seasons e.g. In winter it snows <u>and</u> it is cold• To say a short phrase about which is my favourite season in Spanish• 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• Present ideas and information orally to a range of audiences• Read carefully and show an understanding of words, phrases and simple reading• Appreciate stories, songs, poems and rhymes in Spanish | | |



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| Presenting Myself | | | <ul style="list-style-type: none">• To confidently know and say greetings, feelings, saying my name/asking name with the correct pronunciations• To know and say the numbers 11-20• To ask how old someone is and respond when asked• To ask someone where they live and respond when asked• To use 1st person verbs: soy, tengo, vivo correctly• Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences.• Be able to understand most of what they read.• Pupils learn to write about themselves in more detail using full sentences. For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters." etc.• 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• Present ideas and information orally to a range of audiences• Read carefully and show an understanding of words, phrases and simple reading• Appreciate stories, songs, poems and rhymes in Spanish• 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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| My Family | | | <ul style="list-style-type: none">• To say the correct nouns and determiners for family members• To answer the question 'Tienes hermanos?' (Do you have any brothers or sisters) in longer and more complex spoken sentences• To introduce family members using 'se llama' (he/she is called)• To begin to learn numbers 1-70• To use larger numbers to describe the age of family members• To use verbs correctly when they change from 1st person to 3rd person singular e.g. I have / he/she has• To fully understand the role of gender and plurality in singular possessives e.g. mi hermano / mi hermana• 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• Present ideas and information orally to a range of audiences• Read carefully and show an understanding of words, phrases and simple reading• Appreciate stories, songs, poems and rhymes in Spanish• 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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| At the Cafe | | | <ul style="list-style-type: none">• To know and say with good pronunciation 10-20 different foods, snacks and drinks with the correct article/determiner• To engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities using key phrases within the Café• To begin to learn about the Spanish currency and use knowledge of numbers to understand the total bill• To understand and use the four indefinite articles/determiners correctly: un, una, unos, unas• To move singular noun to plural noun form and say a sentence using this correctly• 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• Present ideas and information orally to a range of audiences• Read carefully and show an understanding of words, phrases and simple reading• Appreciate stories, songs, poems and rhymes in Spanish• 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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| My Home | | | | <ul style="list-style-type: none">• To say with good pronunciation where I live using the 1st person verb 'vivo' (I live)• To know and say with good pronunciation the nouns for rooms of the house and their correct determiner• Engage in longer conversations asking & answering questions using accurate pronunciation about the rooms that I do/do not have in the house• To use knowledge to describe where I live• Pupils learn how to write positive and negative statements. Example: How to write 'I have a garden' and then change this written phrase to 'I do not have a garden'• 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• Present ideas and information orally to a range of audiences• Read carefully and show an understanding of words, phrases and simple reading• Appreciate stories, songs, poems and rhymes in Spanish• 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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| The Date | | | | <ul style="list-style-type: none">• To say the 7 days of the week• To say the 12 months of the year• To confidently say numbers 1-31• To be able to ask and answer the question '¿Que fecha es hoy?' (What is the date today?)• To ask and answer the question '¿Cundo es tu cumpleaños?' (when is your birthday?)• To be able to correctly write the date – when writing the date, the days of the week and months of the year do not have capital letters unless they are at the start of the sentence• 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• Present ideas and information orally to a range of audiences• Read carefully and show an understanding of words, phrases and simple reading• Appreciate stories, songs, poems and rhymes in Spanish• 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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| Clothes | | | | <ul style="list-style-type: none">• To learn and say 21 nouns and their determiners for items of clothing• To say what I am wearing using the verb 'llevo...' (I wear) plus the item of clothing• To understand the adjective agreement by describing items of clothing by colour• To describe and say in a sentence what I am packing in my suitcase for holiday• To understand the role of plurality e.g. singular possessive adjective / plural possessive adjective• 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• Present ideas and information orally to a range of audiences• Read carefully and show an understanding of words, phrases and simple reading• Appreciate stories, songs, poems and rhymes in Spanish• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary |