

**Grasmere Primary School
2021-22**

MFL Knowledge and Skills Curriculum Map /Teacher Lorena Prado

National Curriculum											
<p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p> <p>The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p>											
12 Objectives of the Programme of Study - 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

<p>repeat actions for the vowels</p> <ul style="list-style-type: none"> • A, e, i, o, u • Can respond with actions to stories read aloud (that they already know in English) eg • Oso marron • Ricitos de Oro • Querido Zoo • Can “play” with Spanish vowel sounds through songs and games • Can identify 7 colours: red, blue, green, yellow, orange, white, black • Can exchange simple greetings – hola, Buenos días, buenas tardes, adiós 	<p>Key Knowledge</p>	<ul style="list-style-type: none"> • Simple questions and answers re name and well-being. • Basic greetings • To know ‘how are you’ in Spanish and know some basic replies 	<ul style="list-style-type: none"> • To revise numbers 1-10 • To learn numbers 11-15 • To learn numbers 16-20 • Know some basic classroom instructions • To know the Spanish words for basic colours • To learn some shapes in Spanish and to be able to say their colour 	<ul style="list-style-type: none"> • To revise parts of the body • To learn how to say their age • To learn the names of some large items in the classroom • To listen to a story in Spanish 	<ul style="list-style-type: none"> • To learn the days of the week • To learn the names of some small classroom items. • To listen to a story in Spanish 	<ul style="list-style-type: none"> • To follow simple action verb instructions • Know the Spanish for winter and summer • To listen to/read a well known English story in Spanish – Oso marrón (Brown Bear, Brown Bear, What Do You See?) 	<p>To know the Spanish words for some common fruits</p> <p>To introduce drinks x 5</p>
<ul style="list-style-type: none"> • Can understand simple praise words – estupendo, fantástico 	<p>KS1 Skills</p>	<p>Practise new vocabulary using –</p> <ul style="list-style-type: none"> • well known tunes • role play with puppets • flash cards and picture cards to support long term memory 					

<ul style="list-style-type: none"> • Can understand the months and point to when their own birthday falls • Can sing the Happy Birthday song in time with the rest of the class • Can understand numbers 1 - 10 		<ul style="list-style-type: none"> • repetition including using varying voices • the context of familiar and new, accessible stories with pictures • mime games 				
	Cross Curricular Links	PSHE: Greetings and Wellbeing Music: Singing	Maths: Numbers Music: Singing	Science: The body Music: Singing	Maths: days of the Week Literacy: Familiar Stories Music: Singing	Science: Seasons Music: Singing

Year 2 Content (Non Statutory)							
Y2 End Points	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Can respond to a variety of known and new songs with gestures to show understanding • Can sing along with the Alphabet song • Can pick out key 	Topic	Name, wellbeing & age Greetings Numbers 1-31	Classroom Instructions Days and Months Birthday Story	Name, wellbeing, age and months Animal story with adjectives	Revision: Verb instructions, wellbeing, age and birthdays I am...hot/ cold/thirsty/ hungry	A Fairytale in Spanish	The Beach, Ice Cream Flavour and Role Play

<p>words from familiar stories read aloud, such as</p> <ul style="list-style-type: none"> • Caperucito Rojo • Tengo frío • Can “play” with Spanish sounds through songs and games, including ‘tricky’ consonants such as j, ll, ñ • Can correctly say the 7 colours from Year 1 plus 3 more colours: brown, pink, grey • Can ask and respond to the question • ¿Qué tal? • Can understand simple classroom commands, such as silencio, en fila, de pie, sentáos 	<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To revise questions and answers re name, well being and age • To learn the greeting ‘good night’ in Spanish • To revise ‘how are you’ question and answer and to learn other replies • To revise numbers 1-10 • To revise numbers 11-20 • To learn numbers 21-31 	<ul style="list-style-type: none"> • To revise classroom instructions • To revise days of week • To learn months of the year • To learn how to say the month of their birthday • Birthday story 	<ul style="list-style-type: none"> • To revise questions and answers re name, well being, age and month of birthday • To read and understand the story ‘Dear Zoo’ in Spanish - Querido Zoo 	<ul style="list-style-type: none"> • To revise fruits and drinks • Introduce some drinks in Spanish • To revise ‘I am + temperature’ and to learn 2 new phrases • To introduce some foods in Spanish • Enact a café role play 	<ul style="list-style-type: none"> • To revise previous term’s work • To revise action verb instructions • To revise I am hot, cold, thirsty, hungry • To read and understand ‘Little Red Riding Hood’ in Spanish 	<ul style="list-style-type: none"> • To learn some beach words • To hear Spanish children talking at the beach • To learn some activities at the beach • To learn some icecream favours • To revise role play vocabulary/phrases • Teach the new expression: ‘You’re welcome’. • To practise ordering an icecream
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<ul style="list-style-type: none"> • Can say the month of their birthday • Can understand a variety of descriptive adjectives, eg grande, pequeño • Can count from 1 - 10 	Y2 Skills Practise new vocabulary using – <ul style="list-style-type: none"> • actions alongside Spanish words • roleplay with puppets and partners • vocabulary matching to picture flash cards • Spanish word cards to build short sentences • Interactions with Spanish songs with a focus on identifying and responding to key words • Familiar games in Spanish (including 'Simon Says') • Recognition of cultural similarities through a Spanish video of a birthday celebration 		
	Cross Curricular Links PSHE: Wellbeing and greetings/classroom instructions Maths: Numbers Music: Singing	Science: Living things Literacy: Familiar stories PSHE: Communicating and Recognising basic Needs Music: Singing	Literacy: Familiar stories Music: Singing

Year 3							
Year 3 End Points <ul style="list-style-type: none"> • Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly • Can follow and repeat key words 	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Spanish Speaking Countries and Greetings	Spanish Numbers and Dates	Things I and I do	Designing a Monster	Me Gusta I like	Mi Familia

<p>from a song, rhyme or poem.</p> <ul style="list-style-type: none"> • Can recall key phonics words (and gestures), and say them aloud with good pronunciation. • Can read key words (and gestures), and read them aloud with good pronunciation. • Can ask and answer simple pre-learned questions from memory. • Is beginning to understand the formation of questions and answer involving familiar vocabulary • Can indicate that there is a problem using a pre-learned phrase. 	<p>Key Knowledge</p>	<ul style="list-style-type: none"> • Can greet each other, asking and answering names and about wellbeing • Can recognise aurally and in written form the numbers 1 – 20 • Can respond to simple classroom commands • Can pronounce more or less correctly the key Spanish sounds 	<ul style="list-style-type: none"> • Can pronounce correctly the key Spanish sounds included in this Unit • Can say how old they are and ask their partner their age • Can say the day and the date • Can respond to simple commands 	<ul style="list-style-type: none"> • Can pronounce correctly the key Spanish sounds included in this Unit • Can say and ask others when their birthday is • Can say and ask others what their favourite colour is • Can recognise the 1st person singular of 7 -ar verbs 	<ul style="list-style-type: none"> • Can hold a simple conversation with a partner • Can respond to and create descriptions using colour correctly, agreeing in gender and number • Can demonstrate through actions an understanding of the songs in this Unit • soy, ¿Y tú? ¿Quién es? Es ...Tiene • parts of the body • recap of colours 	<ul style="list-style-type: none"> • Can express simple preferences using parts of me gusta + colour and -ar verbs • Can respond to a known story with gestures and mime and take part in a performance of the story • Can pronounce the phonic sounds included in the Unit • Can recognise multiples of numbers in tens up to 100 	<ul style="list-style-type: none"> • Can hold a conversation with a partner about families and pets • Can respond to a song using gestures and mime • Can pronounce the phonic sounds included in the Unit
<ul style="list-style-type: none"> • Can repeat and say familiar words and short simple phrases, using understandable pronunciation. • Can read aloud 	<p>Key Skills</p>	<ul style="list-style-type: none"> • Listen attentively • Work effectively in pairs 	<ul style="list-style-type: none"> • Recall key phonic sounds • Work well with a partner • Respond to a variety of inputs to learn new grammar 	<ul style="list-style-type: none"> • Recall key phonic sounds • Work well with a partner • Develop strategies to aid memorisation, 	<ul style="list-style-type: none"> • Listen attentively and demonstrate this by responding to songs • Work effectively in pairs and give each other feedback 	<ul style="list-style-type: none"> • Listen attentively and demonstrate this by responding to songs and stories • Build on prior knowledge to access a new 	<ul style="list-style-type: none"> • Listen attentively and demonstrate this by responding to songs and stories • Use a bi-lingual dictionary to

<p>some very familiar words and short phrase with accurate pronunciation.</p> <ul style="list-style-type: none"> • Can understand some familiar written words and short phrases. • Can use the visual cues and context to follow the gist of a short text. • Can use a word list to locate specific words. • Can use classroom prompts (such as display) as an aid to spelling. • Can write some single words from memory, with plausible spelling • Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun. • Can use indefinite 			<p>points</p> <ul style="list-style-type: none"> • 	<p>such as actions linked to verbs</p>	<ul style="list-style-type: none"> • Memorise language through responding to songs • 	<p>text</p> <ul style="list-style-type: none"> • Develop a strategy of their own to help them memorise new vocabulary 	<p>look up simple nouns</p> <ul style="list-style-type: none"> • Do a presentation about their families
	<p>Grammar and Structures</p>	<ul style="list-style-type: none"> • The yo and tú forms of the verb llamarse • Structures to say simple mental Maths eg 2 más 3 son 5 	<ul style="list-style-type: none"> • Tengoaños • The information that months do not have a capital letter (unless they start a sentence) • Commands in the singular and plural • The way to say 'of the' masculine form - del 	<ul style="list-style-type: none"> • 1st person singular of common -ar verbs and their infinitives • How to ask and give information about favourite colour using Cuál. • 	<ul style="list-style-type: none"> • Gender and number differences of nouns • Adjectives describing nouns • The 3rd person singular of the verb 'tener' • 	<ul style="list-style-type: none"> • The infinitive of a selection of -ar verbs • Me gusta, no me gusta, me gustan, no me gustan + colour • me gusta + -ar verbs in the infinitive • Masculine/feminine adjectives to describe nouns • That stories in the past are written in the past tense 	<ul style="list-style-type: none"> • The 1st, 2nd and 3rd persons singular of the verb 'tener' • Use the masculine/feminine versions 'un/una'
	<p>Pronunciation Focus</p>	<ul style="list-style-type: none"> • ll, ue, j, c, silent h and the use of the accent when it denotes stress 	<ul style="list-style-type: none"> • Ñ, ua, z, soft c, j, ei, v, i, silent h 	<ul style="list-style-type: none"> • Ñ, ai, j, v, ue and silent h. 	<ul style="list-style-type: none"> • ll, ue, ie 	<ul style="list-style-type: none"> • R, soft c, j, silent h 	<ul style="list-style-type: none"> • Z, ll, rr, ñ, silent h, hard g

<p>articles in the singular with masculine and feminine nouns.</p> <ul style="list-style-type: none"> • Can form regular plural nouns. • Can identify adjective and noun position. • Can use some singular masculine and plural adjectives correctly. • Can use the high-frequency verb forms (I have, it is, they are, there is/are) confidently. 	<p>Cross Curricular Learning</p>	<p>Geography: Spanish Speaking Countries</p>	<p>Maths: Numbers and dates</p>	<p>PSHE: Sense of self and promotion of physical activity</p>	<p>Literacy: Speaking and listening</p>		
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Year 4							
Year 4 End Points • Can understand and respond to a range of familiar spoken words and short phrases. • Can join in the re-telling/playing of a familiar story, song,	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	<i>¿Qué tiempo hace? Weather</i>	<i>¿Qué te gusta hacer?</i>	<i>Raúl viaja en el tiempo</i>	<i>Healthy Lifestyles</i>	<i>El Carnaval de los animales</i>	<i>Cuando llueve llevo un paraguas</i>

<p>rhyme or poem using gestures or by saying key words and phrases</p> <ul style="list-style-type: none"> • Can recognise key sounds and words that rhyme. • Can match key sounds and words that rhyme. • Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation. • Is beginning to understand how to form questions/answers independently. 	<p>Key Knowledge</p>	<ul style="list-style-type: none"> • Can create and perform a dialogue about the weather • Can ask and answer questions about modes of transport • Can understand that Spanish is spoken in many countries • Can pronounce correctly the phonic sounds included in the Unit 	<ul style="list-style-type: none"> • Can create a dialogue with a partner around ¿Qué te gusta hacer? • Can write sentences from memory expressing opinions about what they like/do not like to do • Can pronounce correctly the phonic sounds included in the Unit 	<ul style="list-style-type: none"> • Can create a dialogue with a partner using questions and complex sentences expressing opinions • Can write sentences expressing opinions about what they like/do not like to do • Can read the story aloud with accurate pronunciation and intonation 	<ul style="list-style-type: none"> • Can create a dialogue with a partner around ¿Qué haces el lunes? • Can produce an individual written diary of daily activities • Can pronounce correctly the phonic sounds included in the Unit 	<ul style="list-style-type: none"> • Can write a description of animals using 2 adjectives • Can create complex sentences which include time + activities • Can perform a role play using a variety of times + activities • Can pronounce correctly the phonic sounds included in the Unit 	<ul style="list-style-type: none"> • Can create and perform a dialogue about the weather, including articles of clothing and temperature • Can write an individual weather diary for a week • Can match key sounds and words which rhyme • Can pronounce correctly the phonic sounds included in the Unit
<ul style="list-style-type: none"> • Can use simple pre-learned words and phrases for routine situations and interaction. • Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation. 	<p>Key Skills</p>	<ul style="list-style-type: none"> • Use context to estimate new words • Apply phonic knowledge to support reading and writing • Understand that Spanish is spoken in many 	<ul style="list-style-type: none"> • Use mental associations to help remember words • Apply phonic knowledge to support reading and writing • Read and memorise 	<ul style="list-style-type: none"> • Build on prior learning to determine meaning • Plan a language activity • Use a simple glossary to locate specific words 	<ul style="list-style-type: none"> • Use a dictionary • Build on prior knowledge to determine meaning • Develop intercultural understanding about others' daily 	<ul style="list-style-type: none"> • Use question forms • Build on prior knowledge to create new sentences • Plan and deliver a language activity • Look at the 	<ul style="list-style-type: none"> • Use context to estimate new words • Discuss language learning and share ideas • Apply phonic knowledge to support reading and writing • Understand a

<ul style="list-style-type: none"> • Can match sound to print, by reading aloud familiar words and phrases. • Can read and understand a range of familiar written phrases. • Can identify the overall type of text from its layout, contextual cues and a few familiar words. • Can use a word list to check the spelling of a word. • Can use a dictionary or online resource to check the spelling of a word. • Can write simple words and several short phrases from memory with understandable spelling. • Can substitute one element in a simple phrase or sentence to vary the meaning. E.g the colour, adjective or noun. 		<p>countries</p> <ul style="list-style-type: none"> • Work with a partner 	<p>words</p>		<p>activities</p>	<p>writing conventions of the language</p>	<p>traditional children's song in the past tense</p> <ul style="list-style-type: none"> • Work with a partner
	Grammar and Structures	<ul style="list-style-type: none"> • 1st and 2nd person singular of 'ir' - voy, vas • Hace, hay and está as constructions to use when describing weather • Use of 'en' or 'a' with modes of transport 	<ul style="list-style-type: none"> • The infinitive form of several AR verbs and the 1st person singular form • The indirect object pronoun with gustar and encantar 	<ul style="list-style-type: none"> • The 1st person singular form of a range of verbs • Infinitive phrases with 'me gusta' • Prepositions of place • Differences between the use of 'está' and 'es' 	<ul style="list-style-type: none"> • the 1st person singular form of common -AR and -ER verbs • Definite articles el, los, la, las • Recognise and apply simple adjectival agreements • Singular and plural commands 	<ul style="list-style-type: none"> • the 1st person singular form of common -AR and -ER verbs • Recognise and apply simple adjectival agreements • Manipulate the language by choosing different adjectives and activities 	<ul style="list-style-type: none"> • Hace, hay and está as constructions to use when describing weather • Connectives to manipulate language and produce more complex sentences
	Pronunciation Focus	V, ue, c, ll	J, soft c, i, ue	J, z	Ue, g, z, soft c, silent h	Ll, z, silent h, ñ, v, j	c, ll, j, e, v, silent h
	Cross Curricular Learning	Science: Seasons Geography: Spanish speaking countries	PSHE: Hobbies and interests/promoting physical activity		PSHE/Science: Healthy Living	Science: Animals including humans	Science: Seasons Literacy: Diaries

<ul style="list-style-type: none"> • Can use indefinite articles in singular and plural and definite articles in both singular and plural. • Can use a variety of plural nouns, including some irregular ones. • Can use adjectives (agreement and position) with more confidence. • Can use 'tiene' (3rd person tener) and está (3rd person estar). • Can use connectives 'and'(y), 'but' (pero), 'also' (además) 						
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Year 5							
Year 5 End Points • Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. • Can join in with familiar	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	The Hungry caterpillar	I am the Music man	Mi Ciudad	Las Pescadoras Valencianas	Las Estaciones	Los Planetas

<p>short songs, rhymes or poems, or parts of them.</p> <ul style="list-style-type: none"> • Can write high-frequency familiar words from my oral vocabulary when I hear them spoken slowly and clearly. • Uses understandable spelling for high-frequency familiar words from my oral vocabulary when I hear them spoken slowly and clearly. • Can ask and answer simple questions on the current topic. • Can adapt models successfully to give my own information, including simple questions, by replacing and choosing my own individual words. • Can use several short phrases and questions in predictable classroom interactions. • Can produce some short 	<p>Key Knowledge</p>	<ul style="list-style-type: none"> • Can ask and answer questions about what foods they like • Can give opinions about food likes and dislikes using extended sentences • Can recognise the 1st, 2nd and 3rd person singular of the past tense – pretérito of the verbs comer and beber 	<ul style="list-style-type: none"> • Can produce and perform a rap and role play in pairs • Can use their musical skills to relate this to language learning • Can talk about different music genres in simple Spanish • Can correctly pronounce the phonic sounds covered in this unit 	<ul style="list-style-type: none"> • Can read and create simple sentences about places in a town. • Can produce with a partner a dialogue about a variety of personal information • Can correctly pronounce key Spanish phonic sounds 	<ul style="list-style-type: none"> • Can read and create simple or complex sentences about the painting • Can memorise the poem 'La Playa' and use it as a model to write their own • Can correctly pronounce key Spanish phonic sounds 	<ul style="list-style-type: none"> • Can say what the weather is like in different seasons • Can access new texts • Can correctly read aloud phrases from a poem • Can write short phrases using rhyming words • Can correctly pronounce key Spanish phonic sounds 	<ul style="list-style-type: none"> • Can produce complex sentences about the planets • Can access new texts • Can understand the different word classes • Can correctly pronounce key Spanish phonic sounds • Skills – Pupils will develop the ability to: • Grammar and Structures – Pupils will understand:
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<p>phrases within a familiar topic, with good pronunciation.</p> <ul style="list-style-type: none"> • Can read short phrases accurately that contain mostly familiar language. • Can understand familiar words and simple sentences. • Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. • Can use alphabetical order confidently. 	<p>Key Skills</p>	<ul style="list-style-type: none"> • Listen attentively and follow the story of La pequeña oruga glotona • Create role plays in pairs • Work in teams 	<ul style="list-style-type: none"> • Recall key phonic sounds • Work well with a partner • Recycle previously learnt structures into new sentences 	<ul style="list-style-type: none"> • Recall key phonic sounds • Work well with a partner • Combine all 4 language skills • Understand places in Spain 	<ul style="list-style-type: none"> • Appreciate a painting by a Spanish painter • Integrate new language into previously learnt language • Apply grammatical knowledge to make sentences • Memorise a poem 	<ul style="list-style-type: none"> • Estimate unknown words drawing on actions and contexts • Use a bilingual dictionary • Use empathy and imagination to understand other people's experiences • Appreciate songs and poems to help with language learning 	<ul style="list-style-type: none"> • Manipulate language by changing one element in a sentence • Recognise the conventions of word order • Appreciate the origins of words • Decipher the meaning of cognates and near cognates
<ul style="list-style-type: none"> • Can recognise and use the main dictionary codes for nouns. • Can appreciate that there may be more than one definition for each word. • Can write words, phrases and short simple sentences from my own repertoire from memory with understandable spelling. • Can change a range of single elements in sentences to create new sentences (e.g. change the 	<p>Grammar and Structures</p>	<ul style="list-style-type: none"> • The indefinite article un/una and definite article el/la • Me gusta, no me gusta, me gustan, no me gustan with food items • Extended sentences using the connectives y, pero and porque • The 1st, 2nd 	<ul style="list-style-type: none"> • ¿A quién le gusta...? • The verb tocar • Me gustaría comprar ... • Imperative forms of cambiar and enseñar 	<ul style="list-style-type: none"> • ¿Dónde está? Está + directions • ¿Qué hay? • un/una; el/la 	<ul style="list-style-type: none"> • Adjectival agreements using correct gender and number • Imperative form of key verbs • 3rd person singular and plural of verbs in present tense 	<ul style="list-style-type: none"> • Understand word classes – verbs, nouns, adjectives • Recognise patterns in simple language 	<ul style="list-style-type: none"> • When 'es' and 'está' should be used • And be able to identify word classes – verbs, nouns, adjectives, adverbs, connectives • And be able to use adjectival agreements with nouns

<p>noun or adjective or verb or qualifier).</p> <ul style="list-style-type: none"> • Can use the definite article with verbs of like / dislike. • Understands and can use devices to make verb forms negative. • Shows some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English. • Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame). • Can use the days of the week in sentence formation, with sequencers eg 'después', 'luego'. 		and 3 rd person singular of the pretérito (past) of the verbs comer and beber					
	Pronunciation Focus	<ul style="list-style-type: none"> • ll, z, o 	<ul style="list-style-type: none"> • U, v, ge, gui, rr 	<ul style="list-style-type: none"> • The whole alphabet + in particular v, z, ll, e, c, g 	<ul style="list-style-type: none"> • Pupils will be (re)introduced to the following sounds: <ul style="list-style-type: none"> • Ue, ll, ñ, silent h, soft c 	<ul style="list-style-type: none"> • Pupils will be (re)introduced to the following sounds: <ul style="list-style-type: none"> • Z, ñ, ión, i 	<ul style="list-style-type: none"> • Phonic focus – Pupils will be (re)introduced to the following sounds: <ul style="list-style-type: none"> • ñ, v, j, c, e
	Cross Curricular Learning	Literacy: Familiar Text	Music: Devising	Geography: Local places	Literacy: Poetry Art: Famous Paintings	Literacy: Poetry Science: Seasons	Science: Planets

Year 6						
Year 6 End Points	Term	Autumn		Spring		Summer
<ul style="list-style-type: none"> • Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions 	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	-
	Topic	<i>Geographical Features</i>	<i>Raúl en Sutton House, una casa Tudor</i>	<i>En el café</i>	<i>Un periódico</i>	-

<p>when people speak slowly and clearly.</p> <ul style="list-style-type: none"> • Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material. • Can write individual words accurately, building them from written syllables. • Can write individual words from his/her oral vocabulary, with understanding spelling, when delivery is slow, clear and repeated • Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. 	<p>Key Knowledge</p>	<ul style="list-style-type: none"> • Can produce a weather forecast using the immediate future • Can use “está” and “es” correctly in the context of geographical features • Can pronounce correctly the identified phonic sounds • Can use a bilingual dictionary and understand a longer text about geographical features. 	<ul style="list-style-type: none"> • Can access the story and are able to translate some sentences into English • Can describe a picture using the 3rd persons singular and plural in the present tense • Can pronounce correctly the phonic sounds included in the Unit 	<ul style="list-style-type: none"> • Can create and perform a role play set in a café • Can follow the recipe for a milk shake • Can discuss what they ate and drank in the past using the pretérito • Can pronounce correctly the phonic sounds included in the Unit • Skills – Pupils will develop the ability to: • Grammar and Structures – Pupils will understand and will be able to use: • 1st and 2nd person singular of pretérito of ‘comer’, ‘beber’ • Connectives to manipulate language and produce more complex sentences 	<ul style="list-style-type: none"> • Can produce, with a group, pages of a newspaper showing elements of the language they have learnt at primary school. • Can pronounce correctly the phonic sounds included in the Unit 	<p>-</p>
<ul style="list-style-type: none"> • Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. • Can use a repertoire of classroom language with teacher and peers • Can use simple phrases and sentences independently to 	<p>Key Skills</p>	<ul style="list-style-type: none"> • Estimate meaning, based on prior knowledge • Summarise key points • Work in pairs and develop a dialogue with a partner which can be acted out and written • Use a simple 	<ul style="list-style-type: none"> • Use context and previous knowledge to estimate new words • Use a bilingual glossary and identify the word classes • Work with a partner and give peer feedback 	<ul style="list-style-type: none"> • Use context and previous knowledge to estimate new words • Use knowledge of words, text and structures to build simple spoken and written passages • Apply phonic knowledge to support reading and writing • Work with a partner 	<ul style="list-style-type: none"> • Discuss and reflect on language learning • Use context and previous knowledge to estimate new words • Use language known in one context in another context 	

<p>describe people, places, things and actions, with good pronunciation.</p> <ul style="list-style-type: none"> • Can read words and phrases from my oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge. • Can understand a short text made up of short sentences with familiar language on a familiar topic. • Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. • Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. • Can appreciate that Spanish words do not always have a direct equivalent in English. • Can write a short, simple text from memory, using simple sentences from one familiar topic with 		bilingual dictionary			<ul style="list-style-type: none"> • Devise questions for authentic use • Work in a group 	
	Grammar and Structures	<p>Pupils will understand and be able to use:</p> <ul style="list-style-type: none"> • The immediate future using “va a ..” • Masculine/feminine nouns with great confidence • Differences between “es” and “está” • “Más” when differentiating between features 	<p>Pupils will understand :</p> <ul style="list-style-type: none"> • 3rd person singular and plural of pretérito of a range of -AR and -ER verbs • 3rd person singular and plural of the verb ‘decir’ • ‘Había’ as the past (imperfect tense) of ‘hay’ 	<p>Pupils will understand and will be able to use:</p> <ul style="list-style-type: none"> • 1st and 2nd person singular of pretérito of ‘comer’, ‘beber’ • Connectives to manipulate language and produce more complex sentences 	<p>Pupils will understand and will be able to use:</p> <ul style="list-style-type: none"> • Adverbs to qualify adjectives • Connectives to manipulate language and produce more complex sentences 	
	Pronunciation Focus	<p>Pupils will have been reintroduced to the following sounds:</p> <ul style="list-style-type: none"> • V, g, ue, ñ 	<p>Pupils will revisit the following sounds:</p> <ul style="list-style-type: none"> • J, c, ó, v 	<p>Pupils will revisit the following sounds:</p> <ul style="list-style-type: none"> • z, ll, rr, ay, silent h 	<p>Pupils will revisit the following sounds:</p> <ul style="list-style-type: none"> • z, ue, soft c, soft g, ñ, cc (as in sección) 	
	Cross Curricular Learning	Geography	History: Tudor Houses	Drama	Literacy: Newspaper Reports	

<p>reasonable spelling.</p> <ul style="list-style-type: none">• Can write sentences on a few topics using a model, e.g. a writing frame.• Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.• Can use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.• Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use• Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.• Can use subordinating connectives (if, because)						
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