

MFL – Spanish – Unit Overview



	Autumn Term		Spring Term		Summer Term	
Year 3	Spanish Phonetics Lesson 1 & Greetings (KS1 Starting off)	Colours and Numbers (KS1 Starting off)	Spanish Phonetics Lesson 2 & Animals (E)	Fruits (E)	Spanish Phonetics Lesson 3 & KS2 Seasons (E)	Spanish Phonetics Lesson 4 & Little Red Riding Hood (KS1 Moving up)
	In this unit the children will learn how to: <ul style="list-style-type: none"> • Say 'hello' (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you soon'. 	In this unit the children will learn how to: <ul style="list-style-type: none"> • Name and recognise up to ten colours in Spanish. • Count from 1-10 in Spanish. 	In this unit the children will learn how to: <ul style="list-style-type: none"> • Recognise, recall, and spell up to ten animals in Spanish with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in Spanish than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be). 	In this unit the children will learn how to: <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. 	In this unit the children will learn how to: <ul style="list-style-type: none"> • Name, recognise and remember all four seasons in Spanish. • Say what our favourite season is in Spanish. • Say why it is our favourite season in Spanish. • Start to recognise and use the conjunctions 'y' (and) & 'porque' (because) in our spoken and written responses. 	In this unit the children will learn how to: <ul style="list-style-type: none"> • Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in Spanish. • Use picture and word cards to recognise and retain key vocabulary from the story. <ul style="list-style-type: none"> • Name and spell at least three parts of the body in Spanish as seen in the story.
Year 4	Spanish Phonetics Lesson 1 & Presenting Myself (I)	Family (I)	Spanish Phonetics Lesson 2 & Goldilocks (I)	Habitats (I)	Spanish Phonetics Lesson 3 & Classroom (I)	Spanish Phonetics Lesson 4 & My Home (I)
	In this unit the children will learn how to: <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules 	In this unit the children will learn how to: <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: 	In this unit the children will learn how to: <ul style="list-style-type: none"> • Not only sit and listen attentively to the story as in year one 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. 	In this unit the children will learn how to: <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. 	In this unit the children will learn how to: <ul style="list-style-type: none"> • Remember and recall 12 classroom objects with their indefinite article/determiner. • Replace an indefinite article/determiner with a possessive adjective. • Say and write what they have and do not have in their pencil case. 	In this unit the children will learn how to: <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.

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		llamarse (to be called) and tener (to have).				<ul style="list-style-type: none"> 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	<p>Adjectival Agreement (1 lesson) – Part 1 and 2</p> <p>Do You Have A Pet? (I)</p>	<p>Definite Articles (1 lesson)</p> <p>The Date? (I)</p>	<p>Indefinite Articles (1 lesson) – Singular and Plural</p> <p>The Weather (I)</p>	<p>Irregular Verbs (lesson 1 and 2) – personal pronouns, Ir</p> <p>Romans (I)</p>	<p>Irregular Verbs (lesson 3 and 4) – tener, ser, estar,</p> <p>Olympics (I)</p>	<p>Irregular Verbs (lesson 5 and 6) – hacer, irregular verb and phonics revision</p> <p>Clothes (I)</p>
	<p>In this unit the children will learn how to:</p> <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. <ul style="list-style-type: none"> 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"). 	<p>In this unit the children will learn how to:</p> <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. 	<p>In this unit the children will learn how to:</p> <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 France using a weather map with symbols. 	<p>In this unit the children will learn how to:</p> <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. 	<p>In this unit the children will learn how to:</p> <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. <ul style="list-style-type: none"> 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. 	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in Spanish. <ul style="list-style-type: none"> 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	<p>Nouns (1 lesson)</p> <p>At School (P)</p>	<p>Possessive Adjectives (1 lesson)</p> <p>The Weekend (P)</p>		<p>Regular Verbs (6 lessons) – personal pronouns, verb stems and ending, er, ir, ar, revision and phonics revision</p> <p>Me In The World (P)</p>		
	In this unit the children will learn how to:	In this unit the children will learn how to:		In this unit the children will learn:		

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- 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.

- 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.

- 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.