



## Modern Foreign Language Curriculum Overview 2021 - 2022

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Greetings</b></p> <p>I can say 'hello' (informally).</p> <ul style="list-style-type: none"> <li>• I can say what I am called.</li> <li>• I can ask somebody how they are feeling and give a reply back when I am reminded of the language first.</li> <li>• I can say 'goodbye' and also 'see you soon' when I hear it first.</li> </ul>	<p><b>I'm Learning Spanish</b></p> <p>I can find Spain on a map of the world if I am shown Europe first.</p> <ul style="list-style-type: none"> <li>• I can name the capital of Spain immediately and three other well-known Spanish cities if I am given an opportunity to look at a map first.</li> <li>• I can name one other country where they speak Spanish in the world.</li> <li>• I can tell you my name, count to ten and how I am feeling in Spanish with the help of an adult or the PowerPoint used in class.</li> </ul>	<p><b>Little Red Riding Hood</b></p> <p>I can listen and follow the entire story of Little Red Riding Hood in Spanish and understand most of what I hear.</p> <ul style="list-style-type: none"> <li>• I can remember nearly all of the words for the picture cards in Spanish and find it easier when I have a word bank, an adult or a partner to prompt me.</li> <li>• I can remember and spell three parts of the body we covered in class.</li> </ul>	<p><b>What is the Date?</b></p> <p>I can repeat most of the months in Spanish with good pronunciation, and attempt to spell some of them from memory but I work better with a gap fill exercise.</p> <ul style="list-style-type: none"> <li>• I can ask the date in Spanish and can attempt to give the date in Spanish if I have a bank of words to choose from.</li> <li>• I can ask somebody when their birthday is and say when my birthday is but I may need to hear the Spanish choices first as a model for my own answer.</li> </ul>

	Year 3	Year 4	Year 5	Year 6
Autumn 2	<p><b>Seasons</b></p> <p>I recognise, name, and remember the four seasons in Spanish.</p> <p><b>Phonetics lesson 1</b></p> <p>CH J Ñ LL RR</p> <p>I can hear and say individual sounds.</p> <p>I can hear and say the sound in words.</p> <p>I can hear and say the sound in a piece of authentic text.</p>	<p><b>Animals</b></p> <p>I can repeat all the numbers 1-10 in Spanish usually unaided.</p> <p>Counting backwards is harder</p> <ul style="list-style-type: none"> <li>• I can tell you what these numbers mean in English when they are out of sequence with a word bank with matching digits</li> <li>• I can say and match all the animals to their appropriate picture and attempt to spell three animals in Spanish</li> </ul> <p><b>Phonetics lesson 2</b></p> <p>CA CE CI CO CU</p> <p>I can hear and say individual sounds.</p> <p>I can hear and say the sound in words.</p> <p>I can hear and say the sound in a piece of authentic text.</p>	<p><b>Do you have a Pet?</b></p> <p>I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest.</p> <ul style="list-style-type: none"> <li>• I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply back, including use of the negative if I have time to work out what I want to say and see an example first to remind me.</li> <li>• I can tell you the name of my pet using a full sentence in Spanish if the teacher shows me an example first to remind me of the language.</li> <li>• I can attempt to improve my spoken and written Spanish using the connectives Y ("and") or PERO ("but")</li> </ul>	<p><b>The Weather</b></p> <p>I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me.</p> <ul style="list-style-type: none"> <li>• I can ask what the weather is in Spanish and can attempt to give the reply in Spanish if I am reminded of the language choices first.</li> <li>• I can read a Spanish weather map but I need the language written down as I may have difficulty in recalling the language.</li> </ul> <p><b>Phonetics lesson 4</b></p> <p>B V CC QU Z</p> <p>I can hear and say individual sounds.</p> <p>I can hear and say the sound in words.</p>

			<p>Phonetics lesson 3</p> <p>GA GE GI GO GU</p> <p>I can hear and say individual sounds.</p> <p>I can hear and say the sound in words.</p> <p>I can hear and say the sound in a piece of authentic text.</p>	I can hear and say the sound in a piece of authentic text.
	Year 3	Year 4	Year 5	Year 6
Spring 1	<p><b>Musical Instruments</b></p> <p>I can recognise most of the instruments I have been introduced to, when I hear them and can tell you what that instrument is in English.</p> <ul style="list-style-type: none"> <li>• I can name approximately five in Spanish with the correct gender.</li> <li>• I am able to match most of the Spanish spellings to their appropriate picture.</li> <li>• I can nearly say I play five instruments of my choice, using the verb tocar correctly in Spanish when I am shown a model answer first.</li> </ul>	<p><b>Vegetables</b></p> <p>I can repeat and recognise most of the ten vegetables in Spanish with their correct article.</p> <ul style="list-style-type: none"> <li>• I can attempt to possibly spell five of these words unaided from memory with good accuracy.</li> <li>• I can ask somebody in Spanish for a particular vegetable but I may need a reminder of how to specify the weight.</li> <li>• I can perform a very simple Spanish role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.</li> </ul> <p><b>Fruits</b></p>	<p><b>My Home</b></p> <p>I can say and write whether I live in a house or an apartment with high accuracy.</p> <ul style="list-style-type: none"> <li>• I can say and write where my house or apartment is after I have heard the options available to me.</li> <li>• I can repeat and recognise most of the ten rooms of the house with their correct gender in Spanish. I can possibly spell over half of these words unaided from memory with good accuracy.</li> <li>• I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work</li> </ul>	<p><b>At School</b></p> <p>I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help. I can attempt to use the correct article.</p> <ul style="list-style-type: none"> <li>• I can say what subjects I like and dislike at school.</li> <li>• I can tell you what time I have a particular subject at school.</li> </ul>

		<p>I can repeat and recognise most of the ten fruits in Spanish with their correct article.</p> <ul style="list-style-type: none"> <li>• I can attempt to possibly spell five of these words unaided from memory with good accuracy.</li> <li>• I can ask somebody in Spanish if they like a particular fruit but I may need a reminder of the question first.</li> <li>• I can say in Spanish which of the ten fruits I like and dislike, but I may need a model answer.</li> </ul>	<p>out what I want to say and see an example first to remind me.</p>	
	Year 3	Year 4	Year 5	Year 6
Spring 2	<p><b>Colours and Numbers</b></p> <p>I can repeat and recognise most of the ten colours in Spanish. All with a prompt first.</p> <ul style="list-style-type: none"> <li>• I can repeat and recognise most of the numbers 1-10 in Spanish but I may need a prompt first from counting from 1-10.</li> <li>• I may be able to attempt to spell a couple of the numbers from 1-10 and some of the colours in Spanish.</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• I can say the words for family members in Spanish and, with support, tell you what relation they are to me, how old they are and what they are called.</li> <li>• I can understand numbers 1-100, count and use them in sequence.</li> </ul>	<p><b>Habitats</b></p> <p>I can name you one of the essential elements that plants and animals need to survive in their habitat, but I may need to be prompted or reminded first.</p> <ul style="list-style-type: none"> <li>• I can tell you in Spanish a couple of different types of habitats and name examples, but I can work faster and better with a word bank or a gap fill to help and remind me.</li> <li>• I can tell you in Spanish which animals and which plants live and grow in one type of habitat.</li> </ul>	<p><b>World War II</b></p> <p>I can now order a group of unknown words, if I am given the appropriate headings and decode most of the meaning in a short piece of Spanish text.</p> <ul style="list-style-type: none"> <li>• I have learnt a few simple strategies to improve my reading and listening skills in Spanish.</li> <li>• I can name some of the countries and languages involved in WW2 and label a map in Spanish if I have a word bank in Spanish.</li> </ul>

				<ul style="list-style-type: none"> <li>• I can give you a simple account of what city life was like compared to country life during the war.</li> <li>• I am able to write a few lines in Spanish using all the knowledge I have learnt in this unit.</li> </ul>
	Year 3	Year 4	Year 5	Year 6
Summer 1	<b>Vegetables</b> I can repeat and recognise most of the ten vegetables in Spanish with their correct article. <ul style="list-style-type: none"> <li>• I can attempt to possibly spell five of these words unaided from memory with good accuracy.</li> <li>• I can ask somebody in Spanish for a particular vegetable but I may</li> </ul>	<b>Goldilocks</b> I can use picture cards to sequence the story correctly. <ul style="list-style-type: none"> <li>• I can repeat from memory most of the words that match the pictures and may need a word bank to prompt me for the words I am unable to remember.</li> </ul>	<b>Clothes</b> I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I can use	<b>The Weekend</b> I can ask what the time is in Spanish and attempt to tell the time accurately, including using quarter past, half past and quarter to. I may need time to work it out first or check the language. <ul style="list-style-type: none"> <li>• I have learnt a range of phrases in Spanish to talk about the</li> </ul>

	<p>need a reminder of how to specify the weight.</p> <ul style="list-style-type: none"> <li>• I can perform a very simple Spanish role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sequence most of the story with phrase cards by finding key words and using these to guide me. I may need an adult to read some of the words to me.</li> <li>• I can create my own story board in Spanish if I have all the language in front of me and I may need support.</li> </ul>	<p>un/una/unos/unas with improving accuracy.</p> <ul style="list-style-type: none"> <li>• I can say what I am wearing in Spanish if I have time to prepare and can attempt to tell you what my friend is wearing if I have the full verb conjugation of LLEVAR in front of me.</li> <li>• I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing.</li> <li>• I can describe clothing by colour and am beginning to understand the concept of adjectival agreement.</li> <li>• I am becoming increasingly more confident using MI and MIS.</li> </ul>	<p>activities that I do at the weekend and can remember at least half of them by heart.</p> <ul style="list-style-type: none"> <li>• I am able to highlight the verb in these sentences if I have a choice of the verbs in front of me first.</li> <li>• I can give you an account of what I do at the weekend and at what time, integrating connectives into my work when I have a few minutes to prepare first</li> </ul>
	Year 3	Year 4	Year 5	Year 6
Summer 2	<p>Ice-Creams</p> <p>I can repeat and recognise most of the ten ice-cream flavours in Spanish as presented in this unit.</p> <ul style="list-style-type: none"> <li>• I can attempt to possibly spell five of these ice-cream flavours in</li> </ul>	<p>Classroom</p> <p>I can remember, repeat and spell some of the vocabulary covered in lessons for classroom objects.</p>	<p>At the Café</p> <p>I can understand and use most of the set phrases covered in class to order food and drink.</p> <ul style="list-style-type: none"> <li>• I may need help to read and pronounce some of these words to</li> </ul>	<p>Me in the World</p> <p>I know that there are many countries that have Spanish as their official language and can name two of them in Spanish (apart from Spain).</p>

	<p>Spanish unaided from memory with good accuracy.</p> <ul style="list-style-type: none"> <li>• I can say in Spanish that I would like an ice-cream, using 'quisiera', but I may need a reminder of the question first.</li> <li>• I can specify in Spanish what flavour ice-cream I would like, but I may need a model answer.</li> <li>• I can specify in Spanish whether I would like my ice-cream in a pot or a cone or a small pot/tub if I am reminded of the language first.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you some of the objects I have and do not have in my pencil case.</li> <li>• I can remember and follow most classroom commands in Spanish. I may need the teacher to mime the actions to help me.</li> </ul>	<p>help me order a Spanish breakfast and typical Spanish snacks from a menu. With help, I can also order for my friend.</p> <ul style="list-style-type: none"> <li>• I can ask for the bill when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>• I can locate some of these on a map of the world.</li> <li>• I can name and mention a few key facts in Spanish about two celebrations in Spanish speaking countries.</li> <li>• I can tell you at least one thing that I am going to do help protect our planet.</li> </ul>
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