

| | | Autumn | Spring | Summer |
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| F1/2 | Strand (s) (taken from KKPDs) | Speaking and listening Knowledge of different languages | Speaking and listening Knowledge of different languages | Speaking and listening Knowledge of different languages |
| | KKPDs (and subject content choices) | <p><u>Speaking and listening</u></p> <p>Know how to copy and use a wider range of vocabulary</p> <p>Know how to follow simple instructions which has two parts, such as: "Get your coat on and wait by the door".</p> <p><u>Knowledge of different languages</u></p> <p>Know how to answer the register in Spanish.</p> <p>Regular greetings – hello, goodbye,</p> | <p><u>Speaking and listening</u></p> <p>Know how to use some irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>-Know how to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p><u>Knowledge of different languages</u></p> <p>MFLEY.6 know that a variety of languages are spoken in the UK (Spanish)</p> | <p><u>Speaking and listening</u></p> <p>Know how to use sentences joined up with words like 'because', 'or', 'and'?</p> <p>-Know how to use some simple future and past tense</p> <p>-Know how to answer simple 'why' questions</p> <p><u>Knowledge of different languages</u></p> <p>Know simple Spanish vocabulary by joining in with the repetitive parts of the story/song.</p> <p>Know familiar songs with actions, translated into Spanish.</p> <p>Know how to substitute words by joining in with the repetitive parts of a story/song.</p> |
| | Rationale for content choices | <p><u>Previously taught.</u></p> <p>Children begin to learn to follow instructions.</p> <p><u>Current learning.</u></p> <p>Children will learn to greet each other in Spanish.</p> | <p><u>Links</u></p> <p>They are aware different languages are spoken within the UK.</p> <p><u>Future learning.</u></p> <p>Spanish is introduced as the main MFL the children will learn through KS1 and KS2.</p> | <p><u>Current learning.</u></p> <p>Children will use their speaking and listening skills to give reasoning for their choices.</p> <p><u>Future learning.</u></p> <p>Children will start to recognise their Spanish vocabulary through repetition.</p> |
| | Enquiry Question | How do we celebrate differently? | Where would you like to explore? | What can we learn from stories? |
| | Subject Vehicle | Dr / En / Dis | Dr / En / Dis | Dr / En / Dis |
| | End points F1 | | | |
| | End points F2 | | | |
| | Year 1/ 2 | Strand (s) (taken from KKPDs) | Communication and Language | Communication and Language |
| KKPDs (and subject content choices) | | <p>No new MFL KKPDs are taught during this term.</p> <p>Instead, the MFL sticky knowledge from this year's KKPDs, along with other sticky knowledge from previous year groups that has been identified as needing to be recapped, is re-covered through our</p> | <p><u>Speaking and listening.</u></p> <p>MFLE1.4 know simple Spanish words in the environment, e.g. greetings, labels etc.</p> | <p>No new MFL KKPDs are taught during this term.</p> <p>Instead, the MFL sticky knowledge from this year's KKPDs, along with other sticky knowledge from previous year groups that has been identified as needing to be recapped, is re-covered through our flashcard assessment routine</p> |

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| | <p>flashcard assessment routine (re-telling of traditional tales in Spanish – playing games to retain knowledge).</p> <p>MFL1.1 know how to start to speak in TL, using simple words and phrases (greetings in Spanish – hello, good morning)</p> <p>MFL1.2 know how to recognise a handful of words through listening to short, simple stories (Spanish songs/ traditional tales)</p> <p>MFL1.3 know how to respond to and sing along to some simple songs (recognise words/ say words in pictures)</p> | <p>MFL1.5 know core elements of Spanish (including alphabet, common phonics, numbers to 10, colours, greetings, classroom instructions etc)</p> <p>MFL1.6 know that a variety of languages are spoken in countries throughout the world.</p> <p>MFL1.7 know how life may be different for children in the selected country.</p> | |
| Rationale for content choices | <p><u>Previously taught.</u> Children will learn to greet each other in Spanish. Numbers previously taught in cycle A built upon in Year3 and 4. Spanish to make links to science subject areas in KS1. Greetings furthered in year 3 to include different parts of the day.</p> | <p>Children have learnt about different languages being spoken in the UK and will focus in on one language – Spanish.</p> <p>Children will build on their knowledge of traditional tales and use this to make links to the stories told in Spanish and games associated.</p> <p>Numbers revisited in year 3 to 10 and further to 31 in Year 4/ 5.</p> | <p>See previous content choices.</p> <p>Children have been comparing Britain with other countries since EYFS and continue to do so through KS2.</p> <p>They first encounter Spain/ ish as a language in EYFS and this is built upon in KS2. Greetings are built into whole sentences and conversations in Years 5 and 6.</p> |
| Enquiry Question | How does the past affect the future? | Would I enjoy living anywhere in the world? | What does it mean to be an inventor? |
| Subject Vehicle | Dr / En / Dis | Dr / En / Dis | Dr / En / Dis |
| End points Y1 | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for the Early Years</p> <p>Use TL within daily routine</p> <p>Sing a song in TL</p> | | |
| End points Y2 | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Key Stage 1</p> | | |

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| | <p>Recognise common English words in TL</p> <p>Respond to song in TL</p> <p>Recognise differences between England and TL country</p> | | |
| | <p>Strand (s) (taken from KKPDs)</p> <p>Speaking and listening Reading Knowledge of different cultures/ languages</p> | <p>Speaking and listening</p> | <p>Speaking and listening Writing Knowledge of different languages Knowledge of different cultures.</p> |
| <p>Year 3/4</p> | <p>KKPDs (and subject content choices)</p> <p>Speaking and listening</p> <p>MFL3.1 know some words to name people, places and objects (naming people – mum, dad, brother, sister, boy, girl – family members/ classroom objects)</p> <p>MFL3.2 know and understand simple words (body parts – arms, legs, hair, face, eyes, colours – red, yellow, green, blue, pink, purple, black, white, orange and numbers 1-10)</p> <p>MFL3.3 know how to give a response using a short phrase including replying to questions (¿Cómo te llamas? Me llamo..., ¿Cómo estás?, estoy bien, estoy mal, estoy regular, más o menos, ¿Cuántos años tienes? Tengo _ años)</p> <p>MFL3.4 know how to identify key vocabulary through listening to songs and rhymes (El Gordo, Nochebuena, Día de Navidad, Nochevieja, la misa del gallo, el día de los inocentes, el roscón de reyes, Los 3 Reyes Magos, regalos)</p> <p>MFL3.5 Know a song from memory and sing it with clear pronunciation (greetings song)</p> <p>MFL4.4 know how to identify key vocabulary through listening to stories, songs and poems</p> <p>MFL4.8 know how to sing a song from memory related to the vocabulary being learnt</p> <p>Reading</p> <p>MFL3.6 know how to read and show understanding of simple, TL words</p> <p>MFL4.3 know an increasing range of vocabulary</p> <p>MFL3.10 know and use the most common phonetic sounds and letter strings in the TL</p> <p>MFL3.11 know that TL letters can sound different to English and there may be silent letters (e.g. 'h' in Spanish)</p> | <p>No new MFL KKPDs are taught during this term. Instead, the MFL sticky knowledge from this year's KKPDs, along with other sticky knowledge from previous year groups that has been identified as needing to be recapped, is re-covered through our flashcard assessment routine</p> | <p>Speaking and listening</p> <p>MFL3.1 Know some words to name people, places and objects (un gato, un perro, un pez, un oso, un pájaro, un pato, un caballo, una rana, una oveja)</p> <p>MFL3.2 Know and understand simple words (azul, rojo, blanco, negro, verde, amarillo, pardo/marrón, morado)</p> <p>MFL3.7 Know how to identify TL words and phrases in a short passage (using cognates, known language and context) (¿ __ ____, __ ____, qué ves ayí? Veo __ ____, que me mira a mí')</p> <p>Writing</p> <p>MFL3.9 Know how to write a simple sentence in TL using a writing frame or similar writing scaffold (Quiero un/una __)</p> <p>MFL3.10 Know and use the most common phonetic sounds and letter strings in the TL (Vowels, CA - casa, CE - cerdo, CI - ciclista, CO - coche, CU – cucaracha, GA - gato, GE - gemelo, GI - gimnasia, GO - gol, GU - gusano, GUE - guepardo, GUI – guitarra, J - jota, H - hamburguesa, ñ - España, Z - zumo, LL – llave)</p> <p>MFL3.12 Know and use TL alphabet to spell own name and unknown words (including 'ñ' and silent 'h')</p> <p>MFL4.13 know how to write phrases from memory</p> <p>MFL4.14 know how to write 2-3 short sentences on a familiar topic</p> <p>MFL4.15 know how to write what they like/dislike about a familiar topic</p> <p>Reading</p> <p>MFL4.9 know how to read a passage independently with accurate pronunciation and intonation</p> <p>MFL4.10 know how to read and understand a short passage using familiar language</p> <p>MFL4.11 know how to identify the main points in a short passage and explain them</p> |

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| | <p>MFL3.12 know and use TL alphabet to spell own name and unknown words</p> <p><i>Knowledge of different cultures/ languages</i></p> <p>MFL4.19 know the countries where the TL is spoken MFL4.20 know about the weather patterns of the selected country MFL4.21 know about aspects of lifestyle in the selected country, (for example, food or leisure activities)</p> | | <p>MFL4.18 know, understand and begin to use simple grammatical differences in TL correctly – including gender nouns, making nouns plural, punctuation differences (e.g., ¡! and ¿? and accents), sentence structure including position of adjectives and making a sentence negative etc.</p> <p><i>Knowledge of different cultures/ languages</i></p> <p>MFL3.14 Know and understand some basic cultural similarities and differences between home and selected country (food related differences – e.g. types of food, where sourced, tapas, churros for breakfast.)</p> <p>MFL3.15 Know and understand the differences in social conventions when people greet each other in home and selected country. (Kiss on each cheek for ‘hola’ and ‘adios’, formal and informal greetings)</p> |
| Rationale for content choices | <p>Names of people and objects builds on prior learning from KS1 and EYFS.</p> <p>Numbers revisit and cements knowledge of 1 – 10 in Spanish in KS1. 1-31 learnt in UKS2 links to maths and counting in different ways, 1,10s etc.</p> <p>Songs revisited from previous learning as are the stories. Use of Spanish stories links to the teaching of traditional tales in English.</p> <p>Expanding on numbers previously taught and using multiples of 10.</p> <p>Links to history using Spanish as a vehicle to learn further about the Roman Empire. Saying significant dates throughout history in Spanish to help with memory recall.</p> | <p>See previous content choices.</p> <p>Items of clothing taught and built upon to be in full sentences.</p> <p>Children have speaking and listening opportunities to use previously questions and answers, greetings to speak in full sentence. Use of numbers and colours taught in Year3, KS1 used as part of conversation and description of clothing.</p> | <p><i>Knowledge of different cultures and places around the world.</i></p> <p>Verb tense first encountered in English in EYFS – built upon in English sessions.</p> <p>Children first learn about where Spanish is spoken in KS1.</p> <p>Weather patterns links to science. Dates and months which link taught earlier in Year.</p> <p>Spanish speaking countries and Cities of Spain links to Geography and the use of maps</p> |
| Enquiry Question | How do we benefit from change? | Am I too small to make a difference? | What makes something a wonder of the world? |
| Subject Vehicle | Dr / En / Dis | Dr / En / Dis | Dr / En / Dis |
| End points Y3 | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Y3</p> <p>Answer simple questions in TL</p> <p>Recognise common English words in TL in a text</p> | | |

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| | <p>Use TL phonetic sounds</p> <p>Compare social convention in England to TL country</p> | | | |
| End points Y4 | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Y4</p> <p>Ask and answer simple questions in TL.</p> <p>Read and understand a simple text in TL</p> <p>Use phonics knowledge to spell words</p> <p>Compare aspects of England with TL country</p> | | | |
| Strand (s) (taken from KCPDs) | Speaking and listening | Speaking and listening Writing Knowledge of different cultures | Speaking and listening Knowledge of different languages Knowledge of different cultures. Reading Writing | |
| Year 5/6 | <p>Reading</p> <p>MFL5.6 know how to read aloud to a partner or a small group with accurate pronunciation and intonation</p> <p>MFL5.12 know how to use knowledge of phonics to read aloud more complex familiar sentences</p> <p>Writing</p> <p>MFL5.11 Know how to write a paragraph of 3-4 sentences including the description of people, places and objects (Los lunes etc with rest of the days of the week, Todos los días, Una vez a la semana, Dos veces a la semana, A veces, Nunca, ... juego a/ practico ___)</p> <p>MFL6.11 know how to manipulate language independently when writing sentences, using familiar grammatical and punctuation rules in TL (using a bilingual dictionary if needed)</p> <p>Speaking and listening</p> | <p>No new MFL KCPDs are taught during this term. Instead, the MFL sticky knowledge from this year's KCPDs, along with other sticky knowledge from previous year groups that has been identified as needing to be recapped, is re-covered through our flashcard assessment routine</p> | <p>Reading</p> <p>MFL6.5 know how to use the context to work out unfamiliar words</p> <p>MFL6.6 know how to confidently use a bi-lingual dictionary to find the meaning of unknown words and change them in a sentence to make them grammatically correct in context</p> <p>MFL5.7 know how to identify the main points in a short story or factual text and explain them</p> <p>MFL5.8 know how to use the context to work out unfamiliar words.</p> <p>MFL5.9 know how to use a bi-lingual dictionary to find the meaning of unknown words and change them in a sentence to make them grammatically correct in context.</p> <p>MFL6.3 know how to read aloud with confidence with accurate pronunciation and intonation</p> <p>MFL6.4 know how to identify the main points in a short story or factual text and explain them</p> | |

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| | <p>MFL6.1 know how to present ideas and information orally with an increasing range of vocabulary (¿Qué tiempo hace? En ____ hace buen tiempo, hace calor, hace frío, hace mal tiempo, hace sol, hace viento, hay niebla, hay tormenta, llueve, nieva. El invierno, el otoño, la primavera, el verano. A veces (sometimes), normalmente (usually))</p> <p>MFL6.2 know how to hold a simple conversation with an increasing number of exchanges (¿Cuándo es? Es en (julio). ¿Cuántos días dura la fiesta? Dura (seis) días. ¿Dónde está? Está en.. ¿Qué lleva la gente? La gente lleva... ¿Qué hay...? Hay... , ¿Qué opinas de..?)</p> <p>Speaking and listening</p> <p>MFL6.1 know how to present ideas and information orally sing the increasing range of vocabulary</p> <p>MFL6.9 know how to use knowledge of phonics to read aloud more complex familiar sentences</p> <p>MFL5.2 know how to hold a simple conversation with at least 3 exchanges</p> <p>MFL5.13 know how to speak correctly using grammatical knowledge</p> <p>MFL5.14 know how to use simple grammatical rules in Spanish correctly in their writing</p> <p>MFL6.2 know how to hold a simple conversation with an increasing number of exchanges</p> <p>MFL6.10 know and use knowledge of grammar and phonics to speak correctly and confidently in Spanish using correct pronunciation and intonation</p> <p>Reading</p> <p>MFL6.3 know how to read aloud with confidence with accurate pronunciation and intonation (España es famosa por sus fiestas. Fiestas celebran la tradición y la cultura Española. En muchas fiestas la gente baila, canta y toca instrumentos. En muchas fiestas también hay fuegos artificiales)</p> <p>MFL6.4 know how to identify the main points in a short story or factual text and explain them (using 'Language Detective' skills, known vocabulary & context)</p> <p>Knowledge of different cultures</p> <p>MFL6.12 know about some famous people/events from the country selected</p> | | <p>Writing</p> <p>MFL6.7 know how to write a paragraph of 4-6 sentences (Hoy voy a hablar de ____ . ____ es un país en ____ . Hay _ personas y hablan ____ . Los monumentos famosos son ____ y ____ es famoso por ____ . Me gusta este país porque ____ y mi ____ preferido es ____)</p> <p>MFL6.8 know how to write more complex sentences to describe people, places and objects (¿Por qué es ... famoso/a? Es famoso/a por ..., las patatas, la lluvia, el baile irlandés, el té, pescado y patatas fritas , la familia real, las salchichas, los coches, la cerveza, el queso, el pan, el vino, el flamenco, la playa, el sol)</p> <p>MFL6.11 know how to manipulate language independently when writing sentences, using familiar grammatical and punctuation rules in TL (using a bilingual dictionary if needed) (To prepare their presentation)</p> <p>MFL6.9 know how to use knowledge of phonics to read aloud more complex familiar sentences</p> <p>MFL5.11 know how to write a paragraph of 3-4 sentences including the description of people, places and objects</p> <p>MFL6.7 know how to write a paragraph of 4-6 sentences</p> <p>MFL6.8 know how to write more complex sentences to describe people, places and objects</p> <p>Speaking and listening</p> <p>MFL6.10 know and use knowledge of grammar and phonics to speak correctly and confidently in TL using correct pronunciation and intonation (remembering that articles and adjectives need to agree with the gender of the noun, remembering that adjectives in Spanish go after the noun, order of adjectives, silent letters and Spanish phonics. Also how to make nouns plural and make sure the adjectives and articles match the plural form and gender.)</p> <p>Knowledge of different cultures</p> <p>MFL6.12 know about some famous people/events from the country selected (San Fermín, La Tomatina, Las Fallas, Carnaval de Cadiz, Feria)</p> |
| <p>Enquiry Question</p> | <p>How can we learn from our mistakes?</p> | <p>What is our planet trying to tell us?</p> | <p>How does art imitate life?</p> |

| Subject Vehicle | Dr / En / Dis | Dr / En / Dis | Dr / En / Dis |
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| Rationale | <p>Children re-visit numbers previously taught in KS1 and KS2. Links to maths counting backwards, in multiples.</p> <p>Re-visit the learning on Spain as a country and what the children know.</p> <p>Children now put speaking and listening into Spanish conversation – removing the English element.</p> | | <p>Family, body parts, objects from previous learning now put into full sentences and written paragraphs in Spanish. Use as transition to Year 7 – all about me.</p> <p>Builds upon children’s knowledge of Spain as a country from throughout MFL – focus on famous people with links to other subject areas (Picasso/ Van Gogh – art).</p> <p>Comparison with life in Britain to life in Spain – culture and traditions around the world. Identifying similarities and differences.</p> |
| End points Y5 | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPDs for Y5</p> <p>Have a simple conversation in TL</p> <p>Read sentences with pronunciation and intonation in TL</p> <p>Compare daily life between England and TL country</p> | | |
| End points Y6 | <p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPDs for Y6</p> <p>Have a more detailed conversation in TL</p> <p>Read sentences fluently with pronunciation and intonation in TL</p> <p>Share information about TL country</p> | | |