

		Autumn	Spring	Summer
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>Speaking and listening</p> <ul style="list-style-type: none"> <li>MFLEY.2 know how to say hello and goodbye in Spanish (<i>hola, adios</i>)</li> <li>MFLEY.1 know how to answer the register (<i>buenos dias</i>)</li> </ul> <p>Knowledge of different languages</p> <p>MFLEY.5 know how to substitute words Spanish, by joining in with the repetitive parts of a story / song (<i>Feliz Navidad, numeros</i>)</p> <ul style="list-style-type: none"> <li>MFLEY.6 know that a variety of languages are spoken in the UK</li> </ul> <p>Learning for Life – cultural differences in the U.K.</p>		<p>Speaking and listening</p> <p>MFLEY.3 know simple Spanish vocabulary by joining in with the repetitive parts of a story / song (<i>felizidad, buen, hola, numeros, uno, dos, tres</i>)</p> <p>Knowledge of different languages</p> <ul style="list-style-type: none"> <li>MFLEY.5 know how to substitute words from Spanish, by joining in with the repetitive parts of a story / song (<i>muy bien, hola, adios</i>)</li> </ul>
	Rationale for content choices	<p><u>Previous learning.</u> Children begin to learn to follow instructions.</p> <p><u>Current learning.</u> Children will learn to greet each other in Spanish. Children will be learning Spanish through songs. They will be learning numbers through sounds and rhythms.</p> <p><u>Links</u> They are aware different languages are spoken within the UK. Children will write to their partner school in Madrid. This will enhance their writing skills as well as learning about other cultures. Music – Feliz Navidad song</p> <p><u>Future learning.</u> Spanish is introduced as the main MFL the children will learn through KS1 and KS2.</p>		<p><u>Previous learning.</u> In the summer term, children have been learning about different cultures. This will enhance their knowledge of festivals in Spain (RE)</p> <p><u>Current learning.</u> Children will be learning about Spanish artists, linking to their enquiry.</p> <p><u>Links</u> RE – Religion and beliefs in Spain. Geography – Where is Spain? LfL – Culture and festivals</p> <p><u>Future learning.</u> Children will start to recognise their Spanish vocabulary through repetition.</p>
	Enquiry Question	Who is significant?	What makes Britain great?	Can nature create art?
	Subject Vehicle	Dr / En / <b>Dis</b>	Dr / En / Dis	Dr / En / <b>Dis</b>
	End points			
	Year 1/ 2	Strand (s) (taken from KKPDs)	Speaking and listening Reading Knowledge of different languages Knowledge of different cultures	
KKPDs (and subject content choices)		<p>Speaking and listening.</p> <p>MFL1.1 know how to start to speak in Spanish, using simple words and phrases (<i>hola, como te llamos, que tal</i>)</p> <p>Reading.</p> <p>MFL1.3 know how to respond to Spanish and sing along to some simple songs (<i>numeros de diez, hola hola I am me</i>)</p>		<p>Speaking and listening.</p> <p>MFL1.2 know how to recognise a handful of words in Spanish through listening to short, simple stories (<i>Stories linking to the Enquiry</i>)</p> <p>Reading.</p> <p>MFL1.4 know simple Spanish words in the environment, (<i>greetings, objects</i>)</p>

	<p>Knowledge of different languages. MFL1.5 know core elements of Spanish (alphabet, common phonics, numbers to 10, colours, greetings, classroom instructions etc)</p> <p>Knowledge of different cultures MFL1.6 know that a variety of languages are spoken in countries throughout the world (number of countries, location of these on the Map) MFL1.7 know how life may be different for children in the selected country (comparison to Spain, building on learning from F1/2)</p>		<p>Knowledge of different languages. MFL1.6 know that a variety of languages are spoken in countries throughout the world (variations in Spanish language)</p> <p>Knowledge of different cultures MFL1.7 know how life may be different for children in the selected country (building on learning from partner school and Spanish day)</p>
<p><b>Rationale for content choices</b></p>	<p><u>Previous learning in F1/2.</u> Children will learn to greet each other in Spanish. Children will be aware of different cultures/life in Spain. Children will have learnt a Spanish Christmas song. Numbers previously taught in cycle A. Children have learnt about different languages being spoken in the UK and will focus in on one language – Spanish.</p> <p><u>Current learning.</u> Children continue to learn a wider range of greetings. Children introduced to nouns.</p> <p><u>Links</u> 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><u>Future learning.</u> Built upon in Year3 and 4. Children will make links to the enquiry. Children will begin to use a range of adjectives to describe familiar objects. Greetings furthered in year 3 to include different parts of the day. Numbers revisited in year 3 to 10 and further to 31 in Year 4/ 5.</p>		<p><u>Previous learning in F1/2.</u> Children have been comparing Britain with other countries since EYFS. Children will continue to build upon their links with an international school.</p> <p><u>Current learning.</u> They will be revisiting their learning of numbers to 10 in Spanish. Children will continue to recognise familiar objects. Children to practise speaking and answering familiar questions (que tal)</p> <p><u>Links</u> LfL – Children learn about the similarities and differences to the U.K.</p> <p><u>Future learning.</u> Greetings are built into whole sentences and conversations in Years 3 and 4.</p>
<p><b>Enquiry Question</b></p>	<p>Who changed the world for me?</p>	<p>What makes the UK unique?</p>	<p>What is the power of the imagination?</p>
<p><b>Subject Vehicle</b></p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>
<p><b>End points Y1</b></p>	<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>		
<p><b>End points Y2</b></p>	<p>Children should be able to:</p>		

	<p>Recall the knowledge specified within the KKPDs for Key Stage 1</p> <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>Speaking and listening</p> <p>Reading</p> <p>Writing</p> <p>Knowledge of different languages</p> <p>Knowledge of different cultures.</p>		<p>Speaking and listening</p> <p>Reading</p> <p>Writing</p> <p>Knowledge of different languages</p> <p>Knowledge of different cultures.</p>
Year 3/4	<p><b>Strand (s) (taken from KKPDs)</b></p> <p>Speaking and listening</p> <ul style="list-style-type: none"> <li>MFL3.1 know some words to name people, places and objects (<i>grande, pequeno, mujeres, padre</i>)</li> <li>MFL3.2 know and understand simple words (e.g. body parts, colours and numbers – <i>numero, un, dos, ocho,, dieciete, blanco, rojo, Amarillo, Madrid, Barcelona, Zaragoza</i>)</li> <li>MFL3.4 know how to identify key vocabulary through listening to songs and rhymes</li> <li>MFL4.1 know some words to describe feelings, people, places and objects (<i>bien, muy bien, fatal, mal</i>)</li> <li>MFL4.2 know and pronounce accurately the names of some countries and towns (<i>th, ch, z, rr, ll sound</i>)</li> </ul> <p>Reading</p> <p>MFL3.6 know how to read and show understanding of simple Spanish vocabulary.</p> <p>MFL3.8 know how to use a bilingual dictionary or glossary to look up new words.</p> <p>Writing</p> <p>MFL3.9 know how to write a simple sentence in Spanish using a writing frame or similar writing scaffold.</p> <p>MFL4.14 know how to write 2-3 short sentences on a familiar topic (<i>classroom objects, familiar activities, sports</i>)</p> <p>Knowledge of different languages</p> <p>MFL3.10 know and use the most common phonetic sounds and letter strings in the (<i>ll, rr, th – different sounds to English</i>)</p> <p>MFL3.11 know that TL letters can sound different to English and there may be silent letters (<i>‘h’ in Spanish</i>)</p> <p>MFL4.16 know, use and identify common phonetic sounds and letter strings in Spanish (<i>ll, n in Spanish ene</i>)</p> <p>Knowledge of different cultures</p> <p>MFL3.14 know and understand some basic cultural similarities and differences between home and selected country (<i>festivals, culture</i>)</p> <p>MFL4.21 know about aspects of lifestyle in the selected country, (<i>food or leisure activities</i>)</p>		<p>Speaking and listening</p> <p>MFL3.3 know how to give a response using a short phrase including replying to questions (<i>que, como, donde</i>)</p> <ul style="list-style-type: none"> <li>MFL3.5 know a song from memory and sing it with clear pronunciation</li> <li>MFL4.1 know some words to describe feelings, people, places and objects (S) – <i>numero, un, dos, ocho,, dieciete, blanco, rojo, Amarillo, sacapuntas, libro, mesa, cilla</i></li> <li>MFL4.2 know (S) and pronounce accurately (P) the names of some countries and towns (<i>focus on difference in Spanish and English sounds</i>)</li> </ul> <p>Reading</p> <p>MFL3.7 know how to identify Spanish words and phrases-<i>rhyme</i></p> <p>MFL4.11 know how to identify the main points in <i>song</i> and explain them (<i>Scaffold parts of the chosen song</i>)</p> <p>Writing</p> <p>MFL4.13 know how to write phrases from memory (<i>P</i>)</p> <p>MFL4.15 know how to write what they like/dislike about a familiar topic (<i>me gusta ____ por que</i>)</p> <p>Knowledge of different languages</p> <p>MFL3.12 know and use Spanish alphabet to spell own name and unknown words (<i>focus on Spanish alphabet and letters.</i>)</p> <p>MFL4.17 know how to confidently say and spell new words in Spanish using phonics knowledge</p> <p>Knowledge of different cultures</p> <p>MFL3.15 know and understand the differences in social conventions when people greet each other in home and selected country (<i>cultural links to LfL</i>)</p> <p>MFL4.19 know the countries where the Spanish is spoken.</p> <p>MFL4.20 know about the weather patterns of the selected country (<i>sol, nubes, hace frio, hace calor</i>)</p>
	<p><b>Rationale for content choices</b></p> <p><u>Previous learning Year 2</u> Names of people and objects builds on prior learning from KS1 and EYFS.</p>		<p><u>Previous learning Year 2</u> Children have speaking and listening opportunities to use previously</p>

	<p>Numbers revisit and cements knowledge of 1 – 10 in Spanish in KS1.</p> <p><b>Previous learning Year 3</b> Expanding on numbers previously taught and using multiples of 10.</p> <p><b>Current learning</b> Children will be using their knowledge of familiar objects to describe them using adjectives. They will be using their speaking skills to communicate with peers.</p> <p><b>Links</b> 1-31 learnt in UKS2 links to maths and counting in different ways, 1 ,10s etc. English expanded noun phrases. Use of Spanish stories links to the teaching of fictional texts in English.</p> <p><b>Future learning Year 4</b> Children will be using their knowledge of expanded noun phrases.</p> <p><b>Future learning Year 5</b> Children will begin to further learning writing in full sentences. Items of clothing taught and built upon to be in full sentences.</p>		<p>questions and answers, greetings to speak in full sentence.</p> <p><b>Previous learning Year 3</b> Use of numbers and colours taught in Year 3, KS1 used as part of conversation and description of clothing.</p> <p><b>Current learning</b> Knowledge of different cultures and places around the world. Range of adjectives to further learning from Autumn Term.</p> <p><b>Links</b> Verb tense first encountered in English - built upon in English sessions. Geography - Children first learn about where Spanish is spoken in KS1.</p> <p><b>Future learning Year 4</b> Weather patterns links to science. Dates and months which link taught earlier in Year.</p> <p><b>Future learning Year 5</b> Spanish speaking countries and Cities of Spain links to Geography and the use of maps from Spring Term.</p>
<b>Enquiry Question</b>	How far have we come?	How can our planet show us anger?	How can we tell stories through art?
<b>Subject Vehicle</b>	Dr / En / <b>Dis</b>	Dr / En / <b>Dis</b>	Dr / En / <b>Dis</b>
<b>End points Y3</b>	<p><b>Children should be able to:</b></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> <p>Use TL phonetic sounds</p> <p>Compare social convention in England to TL country</p>		
<b>End points Y4</b>	<p><b>Children should be able to:</b></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>		

	Use phonics knowledge to spell words		
	Compare aspects of England with TL country		
	Speaking and listening Reading Writing Knowledge of different languages Knowledge of different cultures.		Speaking and listening Reading Writing Knowledge of different languages Knowledge of different cultures.
Year 5/6	<p><b>KKPDs (and subject content choices)</b></p> <p><b>Speaking and Listening</b> MFL5.1 know an increasing range of vocabulary (e.g. numbers in multiples of 10 up to 100, directions) <b>diez, veinte, treinta etc</b> MFL5.3 know how to ask and answer more complex, familiar questions (<b>como te, que tal, donde esta o es</b>) MFL6.2 know how to hold a simple conversation with an increasing number of exchanges <b>(4/5)</b> MFL5.4 know some key words or phrases when listening to a rhyme, story or a poem</p> <p><b>Reading</b> MFL5.6 know how to read aloud to a partner or a small group with accurate pronunciation and intonation (<b>learning which words have accents and what they look like</b>) MFL5.7 know how to identify the main points in a short story or factual text and explain them MFL5.8 know how to use the context to work out unfamiliar words</p> <p><b>Writing</b> MFL5.10 know how to substitute words and phrases MFL6.7 know how to write a paragraph of 4-6 sentences</p> <p><b>Knowledge of different languages</b> MFL5.12 know how to use knowledge of phonics to read aloud more complex familiar sentences <b>(ene, eme, erre, ere)</b> MFL5.13 know how to speak correctly using grammatical knowledge (<b>noun then adjective</b>) MFL6.10 know and use knowledge of grammar and phonics to speak correctly and confidently in TL using correct pronunciation and intonation</p> <p><b>Knowledge of different cultures.</b> MFL5.15 know some places of interest/importance within the selected country</p>		<p><b>Speaking and Listening</b> MFL5.2 know how to hold a simple conversation with at least 3 exchanges (<b>questions and answers</b>) MFL5.3 know how to ask and answer more complex, familiar questions (<b>familiar topic and objects</b>) MFL6.1 know how to present ideas and information orally <u>using</u> the increasing range of vocabulary (<b>en mi opinión</b>) MFL5.5 know how to perform a song or rhyme from memory.</p> <p><b>Reading</b> MFL6.3 know how to read aloud with confidence with accurate pronunciation and intonation (<b>ene, eme, erre, ere</b>) MFL6.4 know how to identify the main points in a <b>poem</b> and explain them (<b>End of Year performance</b>) MFL6.5 know how to use the context to work out unfamiliar words 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><b>Writing</b> MFL5.11 know how to write a paragraph of 3-4 sentences including the description of people, places and objects <b>(P/D) (este es, aqui, cerca)</b> MFL6.8 know how to write more complex sentences to describe people, places and objects <b>numero, un, dos, ocho,, dieciete, blanco, rojo, Amarillo, sacapuntas, libro, mesa, cilla, alto, pequeno,</b></p> <p><b>Knowledge of different languages</b> MFL6.9 know how to use knowledge of phonics to read aloud more complex familiar sentences (<b>erre, ene, ere, elle</b>) MFL5.14 know how to use simple grammatical rules in Spanish correctly in their writing <b>(no capitals, nouns before adjectives, intonation)</b> 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><b>Knowledge of different cultures.</b> MFL5.16 know aspects of everyday lives from the perspective of someone from the selected country <b>(siesta, cultural)</b> MFL6.12 know about some famous people/events from Spain (<b>Fallas, camino de santiago</b>)</p>
<b>Enquiry Question</b>	Is Conflict Necessary?	Is human need greater than others?	What does art teach us?
<b>Subject Vehicle</b>	Dr / En / <b>Dis</b>	Dr / En / <b>Dis</b>	Dr / En / <b>Dis</b>
<b>Rationale</b>	<b>Previous learning Year 4</b> Children re-visit numbers previously taught in LKS2. Links to maths		<b>Previous learning Year 4</b> Children use expanded noun phrases to describe familiar objects.

	<p>counting backwards, in multiples. Children introduced to structure of a sentence – adjectives after noun (<b>el libro emocionante</b>)</p> <p><b>Previous learning Year 5</b> Re-visit the learning on Spain as a country and what the children know. Children learning more about grammar – comparisons to the English language.</p> <p><b>Current learning</b> Children communicate with peers to talk in turn, practising their speaking and pronunciation. Children focus on answering familiar questions with further range of vocabulary.</p> <p><b>Links</b> Children learn about Spain as a country, where it is located (geography). Children learning about the culture in Spain – comparisons to cultural celebrations at Christmas (<b>los tres Reyes</b>)</p> <p><b>Future learning Year 6</b> Children now put speaking and listening into Spanish conversation – removing the English element.</p> <p><b>Future learning Year 7</b> In secondary school, children will be given opportunity to practise extended dialogue with their partner, developing to 7 or 8 exchanges.</p>		<p><b>Previous learning Year 5</b> Children use expanded noun phrases, range of adjectives and simple sentences to describe familiar objects.</p> <p><b>Current learning</b> Children develop reading skills, reading extended texts. Children develop writing skills by using scaffolds to support writing sentences. Linking to the current enquiry, children will use range of vocabulary to describe Spanish artwork. Children will be using bilingual dictionaries.</p> <p><b>Links</b> 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 – enquiry art). LfL - Comparison with life in Britain to life in Spain – culture and traditions around the world. Identifying similarities and differences.</p> <p><b>Future learning Year 6</b> Family, body parts, objects from previous learning now put into full sentences and written paragraphs in Spanish</p> <p><b>Future learning Year 7</b> In secondary school, children will recite a paragraph about their likes and dislikes. They will begin with an ‘All About me’ to discuss and recap learning of familiar objects.</p>
<p><b>End points Y5</b></p>	<p><b>Children should be able to:</b></p> <p>Recall the knowledge specified within the KCPDs 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>		
<p><b>End points Y6</b></p>	<p><b>Children should be able to:</b></p> <p>Recall the knowledge specified within the KCPDs 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>		