

Curriculum Overview: Modern Foreign Language



Dorchester Primary School

A Hull Collaborative Academy Trust school.



Working together in a safe and inclusive environment to develop creative, disciplined, and aspirational pupils.



The Vision

Our curriculum vision at Dorchester is to provide children with an ambitious, academic and personal curriculum which will open up future opportunities for success.

Curriculum Aims

Our curriculum aims to provide:

- A cumulative acquisition of concepts, knowledge and skills which enables all children to achieve their goals
- A creative, enquiry based curriculum which promotes inquisitive minds, independence and a love for learning.
- A sense of belonging, identity and community to succeed in the modern world

Values

These aims are underpinned by our school values:

- Our school values respect, so our curriculum provides plentiful opportunities for children to work collaboratively, practice active listening, turn taking and acts of service.
- Our school values tolerance therefore our curriculum promotes social awareness and represents diverse voices
- Our school values self-belief so our curriculum promotes a growth mindset and develops independence
- Our school values empathy therefore our curriculum provides opportunities for children to view the world from different perspectives
- Our school values resilience so our curriculum promotes goal setting and problem solving

Curriculum Concepts

Children will also develop their understanding of identified curriculum concepts throughout all subjects. These concepts branch across our whole curriculum, creating horizontal links across all subjects. They aim to develop flexible knowledge and skills that children can apply to multiple curriculum areas.

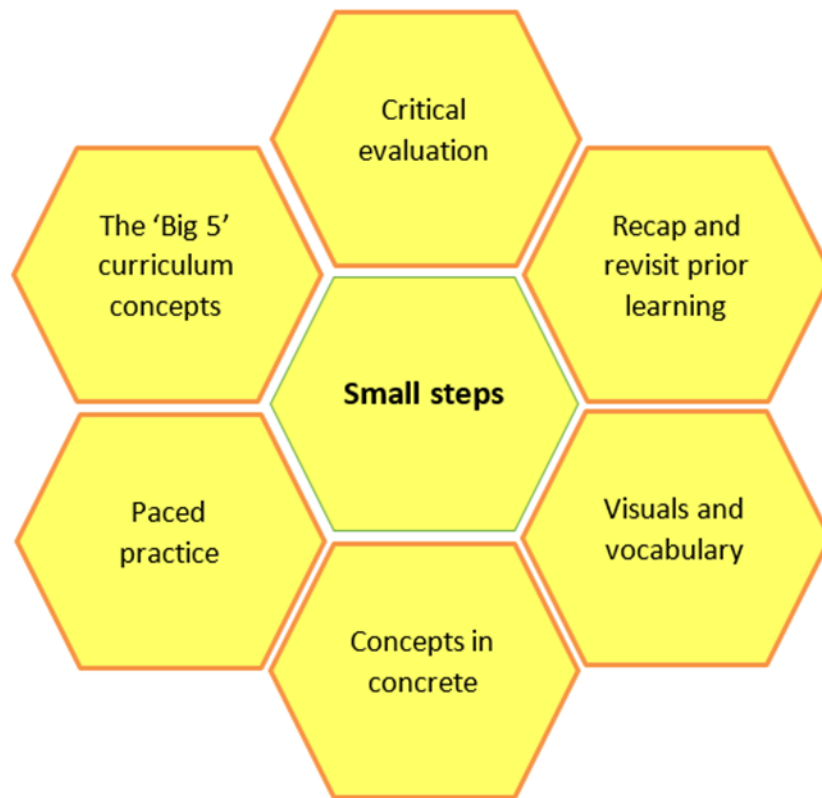
Compare and Contrast

Interpret and Summarise

Written and Oral Expression

Infer and Enquire

Predict and Connect



Dorchester Learning Framework

We have created a learning framework to support our teachers in planning, delivering and assessing the curriculum. This framework has been devised using research into knowledge acquisition and working memory to enable all children to learn and remember what we teach.

Progress at Dorchester means 'knowing more and remembering more'

Assessment

We have adopted a three-tier assessment model for wider curriculum subjects. Teachers will gather assessment information on what children have learnt (and retained): in the short term (e.g. within / after a lesson), the medium-term (e.g. after a unit of work), and long-term (e.g. at the end of their phase or key stage). Assessments will be used to inform the learning moving forward.

Curriculum Timetabling

At Dorchester, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum based on the starting points of our children

Maths, Reading (including EARS for fluency and book talk KS1) and Writing (including spelling and handwriting are taught daily.

Science, RE, PE, Music, PSHE and MFL (KS2) are taught weekly except where blocking of other subjects is needed. Computing is built within the curriculum subject areas as well as some standalone knowledge

History and Modern Foreign Language along with Art and DT are taught in alternating blocks per half term.

Day	Am (Hours)	Pm (Hours)
Mon	2hrs 45min	2hr 25mins
Tue	2hrs 45min	2hr 25mins
Wed	2hrs 45min	2hr 25mins
Thur	2hrs 45min	2hr 25mins
Fri	2hrs 45min	2hr 25mins

Curriculum Area	Hours per day	Weekly (B = Blocked)	Hours Per Year
English			
Reading	1	5 hrs	185 hours
Reading-Fluency	15 mins	1hr 15 mins	46 hours
			231 hour
Writing	45 mins	4 hr 15 mins	157 hours
- Handwriting	10 mins	50 mins	30
- Spelling	10mins	50mins	30
			217 hours
Maths			
Maths	1	5	185 hours
Computer Sciences			
Science	-	1hr	35 hours
Computing	-	45 mins	26 hours
Creative			
Art	-	1hr 30mins (B)	24 hours
Design and Technology	-	1hr 30 mins (B)	24 hours
Music	-	20 mins	11 hours
Humanities			
History	-	1hr 30 mins (B)	24 hours
Modern Foreign Language	-	1hr 30 mins (B)	24 hours
RE	-	45 minutes	24 hours
Additional			
Physical Education	-	1 hour	35 hours
MFL	-	20 mins	11 hours
PSHE	-	20 mins	11 hours



The Modern Foreign Language Curriculum



The Modern Foreign Language Vision

At Dorchester our vision is that through learning another language children will be given the valuable opportunity to develop positive attitudes to and respect for languages and cultures other than their own. We aim to foster pupils' curiosity and deepen their understanding of both the world around them and their own language. Our children will be able to acquire and develop language skills, using what they have learned in a range of contexts with increasing competence and confidence.

Modern Foreign Language Curriculum

Personal Development in the Modern Foreign Language curriculum

Our Modern Foreign Language curriculum will:

- Teach the children key substantive knowledge through three lenses:
- Culture
- Language
- Communication

We will teach the substantive concepts of

- Phonetics (the system of the sounds of a language and how these are represented in written words)
- Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)
- Grammar (including syntax and inflectional and/or derivational features ie: the systems for changing the form of a word and for creating new words respectively)

We will ensure children:

- Know more
- Remember more
- Can do more in Modern Foreign Language.

- Citizenship – we nurture students' understanding of citizenship, their sense of belonging, and their role in shaping the world around them by learning about cultural diversity in the places studied.
- Character – We learn about resilience and build our confidence through the practice of speaking, reading and writing in a foreign modern language.
- British Values –we learn about mutual respect and tolerance by understanding that there similarities and differences between cultures, people and their spoken language.
- Inclusion and equal opportunities – we promote inclusion and equal opportunities by ensuring diversity in the teaching and the language, texts and media we use, so all pupils feel positively represented.
- Wider opportunities – we provide opportunities to celebrate and showcase our learning of a modern foreign language as a school.

MFL Knowledge Overview



Lenses

Culture	Language	Communication
Through the lens of 'culture' children will learn to appreciate different countries, cultures, communities, and people who speak Spanish around the world.	Through the lens of language children will understand and respond to spoken and written language. They will discover and develop an appreciation of a range of writing in the language studied.	Through the lens of communicate children will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.



Key Concepts

Listening	Speaking	Reading	Writing	Grammar



Substantiative Concepts

Vocabulary

Pupils will be taught a bank of topic words and use these, alongside their developing grammar and phonics knowledge, to understand and construct phrases and sentences in a different language with increasing complexity. In addition, there will also be a focus on common words which are repeated regularly to support pupils understanding and construction of language. The development of vocabulary is embedded through the units of work and applied to speaking, listening, reading and writing activities.

Phonetics






Phonics is embedded through all units of work. Pupils will learn to recognise, say, read and write the sounds needed for form words and to pronounce them correctly. As well as the phonemes, pupils will also encounter the following Spanish linguistic and grammatical concepts as they progress through the units:

- The pronunciation of the letters 'C' and 'Z' as 'TH' in Spanish (depending on the vowel that follow)
- Rolling 'RR' sound and rolling 'R' sound if a word starts with a letter 'R' - 'Hard' or 'soft'
- pronunciation of the letters 'G' and 'C' depending if the vowel after is a 'hard' vowel (A, O, U) or 'soft' vowel (E, I)
- The effect of accents on pronunciation.

Grammar

Pupils will learn the rules of grammar that apply to a different language and revisit these rules through different context, applying them in speaking, listening, reading and writing activities.

**Procedural and Disciplinary
Knowledge**

	Year 3	Year 4	Year 5	Year 6
Listening 	To listen to and enjoy short stories, nursery rhymes and songs To be able to recognise familiar words and short phrases covered in the units taught	To learn to listen to longer passages and understand more of what they hear To be able to pick out key words and phrases from current and previous units when listening	To be able to listen more attentively and for longer periods To understand more of what they hear, even when some language may be unfamiliar, by using decoding skills	To be able to listen to longer text and more authentic foreign language material To learn to pick out cognates and familiar words to gain a broad understanding of what they have heard, even though some language may be unfamiliar
Speaking 	To learn to communicate with others using simple words and short phrases	To be able to communicate with others with improved confidence and accuracy To learn to ask and answer questions based on the language covered in the units	To be able to communicate on a wider range of topics and themes To be able to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity	To learn to recall previously learnt language and incorporate it with new language with increasing speed and spontaneity To be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate
Reading 	To be able to read familiar words and short phrases accurately by applying phonics knowledge To understand the meaning in English of some words read in the foreign language	To be able to read aloud short pieces of text, applying phonics knowledge To understand most of what they read in a foreign language when the text is based on familiar language	To understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context To increase knowledge of phonemes and letter strings and apply these when reading	To be able to tackle unknown language with increased accuracy by applying phonics knowledge, including awareness of accents, silent letters etc.. To decode unknown language using a bilingual dictionary
Writing 	To be able to write familiar words and short phrases using a model or vocabulary list	To be able to write some short phrases based on familiar topics To begin to use conjunctions and the negative form where appropriate	To be able to write a paragraph using familiar language incorporating conjunctions, a negative response or adjectival agreement when required To be able to substitute words for suitable alternatives	To be able to write a piece of text using language from a variety of units covered To learn to adapt any models provided to show solid understanding of grammar covered To begin to incorporate conjugated verbs and to use conjunctions, adjectives and possessive adjectives
Grammar 	To start to understand the concept of noun gender and the use of articles. To use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...	To understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). To understand simple adjectival agreement (eg: adjectival agreement when describing nationality) To understand the negative form and possessive adjectives (eg: 'In my pencil case I have...' or 'In my pencil case I do not have')	To learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). To understand the rules of adjectival agreement and possessive adjectives. To start to explore full conjugation (EG: 'I wear...', 'he/she verb wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	To understand gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). To become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

National Curriculum Expectations

EYFS/KS1	KS2
<p>We aim to give the EYFS and KS1 children confidence in learning a new language to ready them for formal learning in KS2.</p> <p>We do this by introducing Spanish speaking countries around the world and some elements of their culture along with some basic Spanish vocabulary during specialist days and within other areas of learning.</p> <p>By the end of KS1 children will be aware that Spanish is a spoken language and will be able to repeat some basic words and phrases.</p>	<ul style="list-style-type: none"> • 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 features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Term	EYFS/KS1	Years 3/4	Year 5	Year 6
Autumn	By the end of KS1 children will be aware that Spanish is a spoken language and will be to repeat some basic words and phrases. During our whole school language days children will learn about Spanish speaking countries around the world and celebrate aspects of different cultures by exploring similarities and differences. They will also learn some basic Spanish vocabulary.	Basic Greetings LQ1: Where in the world do they speak Spanish? LQ2: How do I greet someone in Spanish and tell them my name? LQ3: How do I say what time of day it is? LQ4: How do I say how I feel? LQ5: How do I say numbers 1-10? LQ6: How do I say numbers 11-20? LQ7: How do I say the alphabet?	- ¿Dónde vives? LQ1: How do I say my nationality in Spanish? LQ2: How do I say which country I live in and which language I speak in Spanish? LQ3: How do I say which language I don't speak, which country I don't live in and which nationality I am not? LQ4: How do I say my name, my age, my nationality, the country I live in and the language I speak?	Describo un monstruo LQ1: How do I describe the size and colour of someone else? LQ2: How do name parts of the head & face? LQ3: How do I describe parts of the face with colours & size? LQ4: How do I describe a monster's face in more detail? LQ5: How do I make my monster description better?
Spring	This is then integrated into normal daily routines to provide a fun & meaningful way of repeated practise to embed learning in preparation for the formal language curriculum to begin in KS2 .	Days & Months LQ1: How do I say my age? LQ2: How do I say the days of the week? LQ3: How do I say the months of the year? LQ4: How do I say numbers 21-30? LQ5: How do say when my birthday is and ask someone else?	- Eso, ¿qué es? LQ1: How do I say the names of 6 pets? LQ2: How do I say whether it is or isn't a pet? LQ3: How do I describe the colour of a pet? LQ4: How can I use a conjunction to describe a pet with more colours? LQ5: How do I create my own description of a strange animal?	Hago deporte LQ1: How do I say different sports? LQ2: How do I say which sports I do or don't play? LQ3: How do I give my opinion of different sports? LQ4: How do I say which sports I play in different weathers? LQ5: How do I say what kind of clothes I wear to play different sports?
Summer		Me gusta la princesa LQ1: How do I say I like/ don't like ? LQ2: How do I understand a well known story? LQ3: How do I follow and join in with a song? LQ4: How do I describe characters from a story? LQ5: How do say which characters I like/ dislike? LQ6: How do I label a character with a phrase of my choice?	Me visto LQ1: How do I name items of clothing? LQ2: How do describe the colours of clothes? LQ3: How do I describe the colour , sizes & styles of clothes? LQ4: How do I say the clothes that I have? LQ5: How do I say which clothes I do or don't have?	Mi pueblo LQ1: How do I say the names of places in a town? LQ2: How do I say what there is & what there is not in a town? LQ3: How do I say where in town I am going to and what transport I am taking there? LQ4: How do I give my opinions of the town and explain my opinion? LQ5: How do I describe places in town?

Modern Foreign Language Lesson Overviews

Year 3 and 4 - Autumn - Basic Greetings – Lesson Overview							
Learning Question	1: Where in the world do they speak Spanish?	L2: How do I greet someone in Spanish and tell them my name?	L3: How do I say what time of day it is?	L4: How do I say how I feel?	L5: How do I say numbers 1-10?	L6: How do I say numbers 11-20?	L7: How do I say the alphabet?
Knowledge	Identify some Spanish speaking places on a map. Know Spanish is spoken across the world	I can: <ul style="list-style-type: none"> say my name say hello and goodbye 	I can: <ul style="list-style-type: none"> Say how people greet. Say greetings linked to the time of day. 	I can: <ul style="list-style-type: none"> Say how I feel 	I can: <ul style="list-style-type: none"> Say numbers 1-10 	I can: <ul style="list-style-type: none"> say numbers 11-20 	I can: <ul style="list-style-type: none"> Repeat the letters of the alphabet
Phonetics		Pronounce 'll'	Pronounce 'ue'	<ul style="list-style-type: none"> Pronounce 'uy' 	<ul style="list-style-type: none"> Pronounce 'c' 	Pronounce ' Dieciséis'	pronounce vowels and consonants correctly
Vocabulary	Spain South America	¿Cómo te llamas?/ Me llamo... ¿Y tú? (What is your name?/My name is...?/And you?) Hola (Hello) Adiós (Goodbye)	Buenos días (Good morning/day) Buenas tardes (Good afternoon/evening) Buenas noches (Good night) Hasta luego (See you later) ¿Qué salud es? What greeting is it? Recap ¿Cómo te llamas?/ Me llamo.../ ¿Y tú? Hola Adiós	¿Qué tal? / ¿Cómo estás/estáis? (How are you?) Fenomenal (terrific) Muy bien (very good) Bien (good) Regular (ok) Mal (bad) Fatal (awful)	Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez	Once 11 Doce 12 Trece 13 Catorce 14 Quince 15 Dieciséis 16 Diecisiete 17 Dieciocho 18 Diecinueve 19 Veinte 20	Abeja bee Elefante elephant Iglesia church Oveja sheep Uvas grapes Casa house Cerdo pig Ciclista cyclist Coche car Conejo rabbit Cucuracha cockroach Gato cat Genio genius Gimnasio gymnasium Gordo fat Gusano worm Helado icecream Jirafa giraffe Amarillo yellow Señorita Miss Ratón mouse Perro dog Ventana window Xilófono xylophone Zumo juice
Grammar		Object pro -nouns 'te' 'me'	Buenos – masculine Buenas - feminine	Esta – formal Estais - informal			

Year 3 and 4 - Spring - Days and Months– Lesson Overview							
Learning Question	L1: How do I say my age?	L2: How do I say the days of the week?	L3: How do I say the months of the year?	L4: How do I say numbers 21-30?	L5 How do say when my birthday is and ask someone else?	L6:	L7:
	I can: <ul style="list-style-type: none"> Say my age Ask someone else how old they are 	I can: <ul style="list-style-type: none"> Say the days of the week understand and recognise days of the week ask and say which day it is today using days and numbers 	I can: <ul style="list-style-type: none"> Read & recognise the months of the year. Say the months of the year. 	I can: <ul style="list-style-type: none"> Read & recognise the number names in Spanish. I can say the number names in Spanish. 	I can: <ul style="list-style-type: none"> Say when your birthday is in Spanish Answer My birthday is in _month_ My birthday is _ number-& month 		
Phonetics	Pronounce Ñ as in seÑorita Soft C as in cerdo, cero, cinco	“v” in Spanish is more like a “b” sound	Pronounce “ñ”, “v”, “c”, “ie” “j” “z” and “c”	Soft ‘c’ – ‘th’ sound in Spanish	“ñ” sound”		pro
Vocabulary	¿Cuántos años tienes? How old are you?	Días de la semana- Days of the week ¿Qué día es hoy? What day is it today?	Enero, febrero, marzo, abril, mayo, junio, julio, Agosto, septiembre, octubre, noviembre, diciembre.	21-veintiuno (Veh-een-tee-oo-no) 22-veintidós (Veh-een-tee-DOS) 23- veintitrés (Veh-een-tee-TRACE) 24- veinticuatro (Veh-een-tee-KWAT-ro) 25- veinticinco (Veh-een-tee-SINK-o) 26- veintiséis (Veh-een-tee-saze) 27- veintisiete (Veh-een-tee-see-ay-tay) 28- veintiocho (Veh-een-tee-OCH-o) 29- veintinueve (Veh-een-tee-new-EH-veh) 30- treinta (treh-een-tah)	¿Cuándo es tu cumpleaños? When is your birthday? Mi cumpleaños es en.....(month) My birthday is _month Mi cumpleaños es el.....(number) de(month) My birthday is _ number - month		
Grammar		Use the high-frequency verb forms ‘I have, it is’	Months do not have a capital letter (unless they start a sentence)				
Lesson powerpoints	BCC YR3-U2-L1	BCC YR3-U2-L4	BCC YR3-U2-L5	BCC YR3-U2-L3	BCC YR3-U2-L6		

Year 3 and 4 - Summer- Me gusta la princesa - Lesson Overview						
Learning Question	1: How do I say I like/ don't like ?	L2: How do I understand a well known story?	L3: How do I follow and join in with a song?	L4: How do I describe characters from a story?	L5 How do say which characters I like/ dislike?	L6 How do I label a character with a phrase of my choice?
Knowledge	<p>I can:</p> <ul style="list-style-type: none"> Use me gusta to explain preferences Combine me gusta +colour to say a sentence 	<p>I can:</p> <ul style="list-style-type: none"> Recognise and repeat the names of the characters in a story Find cognates to help my understanding 	<p>I can:</p> <ul style="list-style-type: none"> Say some of the phrases from the song 'Habia un princesa' 	<p>I can:</p> <ul style="list-style-type: none"> Use adjectives to describe characters from a known story 	<p>I can:</p> <ul style="list-style-type: none"> Say which characters I like /dislike and use adjectives to explain why 	<p>I can:</p> <ul style="list-style-type: none"> Investigate and find new adjectives to match the characters of the story. Substitute one element in a simple phrase to vary the meaning.
Phonetics	Pronounce r, soft c, j, silent h	Pronounce r, soft c, j, silent h	Pronounce r, soft c, j, silent h	Pronounce r, soft c, j, silent h	Pronounce r, soft c, j, silent h	
Vocabulary	Me gusta – I like No me gusta – I don't like colours	La princesa - princess El Principe - prince La bruja - witch	La manzana – the apple El embrujo – the spell Los Jovenes – the youngsters Cien años – hundred years	La princesa es hermosa The princess is beautiful La bruja es celosa The witch is jealous El principe es joven The prince is young Todos fueron muy felices All of them were very happy	Me gusta/ no me gusta la princesa por que es hermosa I like the princess because she is so beautiful I like the prince/ the witch – because + adjective	
Grammar			Know how to pronounce the soft c sound before an e, i			
Lesson powerpoints	BCC YR3-U5-L1	BCC YR3-U5-L2	BCC YR3-U5-L3	BCC YR3-U5-L4	BCC YR3-U5-L4	

Year 5 - Autumn - ¿Dónde vives? -Where do you live? – Lesson Overviews						
Learning Question	L1: How do I say my nationality in Spanish?	L2: How do I say which country I live in and which language I speak in Spanish?	L 3: How do I say which language I don't speak, which country I don't live in and which nationality I am not		L 4: How do I say my name, my age, m nationality, the country I live in and the language I speak?	
Knowledge	I can: <ul style="list-style-type: none"> Say my nationality in Spanish. Describe myself in Spanish. 	I can: <ul style="list-style-type: none"> Say my country in Spanish. Say where I live in Spanish. Say which language I speak in Spanish. 	I can: <ul style="list-style-type: none"> Say which language I don't speak in Spanish. Say which country I don't live in in Spanish. Say which nationality I am not in Spanish. 		I can: <ul style="list-style-type: none"> Say my name in Spanish. Say my age in Spanish. Say my nationality in Spanish. Say the country I live in in Spanish. Say the language I speak in Spanish. 	
Phonetics			Pronounce ser (soy)			
Vocabulary		Target Phrases Vivo en España, Hablo español, Vivo en el Reino Unido, Soy británico	Target phrases: No vivo en Honduras, No soy mexicana, No hablo galés		Target phrases: Me llamo Ana. Tengo once años. No soy española. Vivo en Bolivia. Soy boliviana. Hablo español. No hablo inglés.	
Grammar	Simple adjectival agreement (changing o to a or adding a when feminine)	conjugation regular - IR verb (vivo) conjugation regular - AR verb (hablo)	negative verb forms using no (no hablo, no vivo, no soy) conjugation regular -IR verb (vivo) conjugation regular - AR verb (hablo)		negative verb forms using no (no hablo, no vivo, no soy) simple adjectival agreement (changing o to a or adding a when feminine) conjugation regular -IR verb (vivo)	
Lesson Resources	Oak Academy U2 L1	Oak Academy U2 L2	Oak Academy U2 L3		Oak Academy U2 L4	

Year 5 - Spring - Eso, ¿qué es? – What is that?– Lesson Overviews					
Learning Question	1: How do I say the names of 6 pets?	L2: How do I say whether it is or isn't a pet?	L3: How do I describe the colour of a pet?	L4: How can I use a conjunction to describe a pet with more colours?	L5: How do I create my own description of a strange animal?
	I can: <ul style="list-style-type: none"> Name of 6 pets in Spanish Read & recognise the names of 6 pets in Spanish 	I can: <ul style="list-style-type: none"> Say it is or isn't a pet in Spanish. Answer a question in Spanish. 	I can: <ul style="list-style-type: none"> Describe a pet with colour in Spanish. Say a Spanish phrase. 	I can: <ul style="list-style-type: none"> Say colours in Spanish. I can say a conjunction in Spanish I can say a compound sentence in Spanish. 	I can: <ul style="list-style-type: none"> Choose an animal name and say it in Spanish. I can select adjectives to describe my animal in Spanish. I can use a conjunction to add more description to an animal in Spanish.
Phonetics					
Vocabulary	Target phrases: un gato, una cobaya	Target phrases es un perro, no es una tortuga	Target phrases: un gato negro, una cobaya negra, un perro amarillo, una tortuga amarilla	Target phrases: un pájaro rosa, una cobaya rosa, un perro verde, una tortuga verde, un gato rojo y verde	Target phrases: Es un perro rojo y amarillo, No es una tortuga negra
Grammar	masculine and feminine singular nouns indefinite articles (un/una) notion of grammatical gender	masculine and feminine singular nouns indefinite articles (un/una) negative verb forms using no (no es)	masculine and feminine singular nouns indefinite articles adjectival position simple adjectival agreement (changing o>a)	indefinite articles simple adjectival agreement (adjectives that are the same in masculine and feminine) conjunction (y)	indefinite articles (un/una) adjectival position (after the noun) conjunction (y) ser (es, no es)
Lesson Resources	Oak Academy U3 – L1	Oak Academy U3 – L2	Oak Academy U3 – L3	Oak Academy U3 – L4	Oak Academy U3 – L5

Year 5 - Summer - Me Visto – I dress Up– Lesson Overviews					
Learning Question	1: How do I name items of clothing?	L2: How do describe the colours of clothes?	L3: How do I describe the colour , sizes & styles of clothes?	L4: How do I say the clothes that I have?	L5: How do I say which clothes I do or don't have?
	I can: <ul style="list-style-type: none"> Say some clothes words. 	I can: <ul style="list-style-type: none"> Use nouns to name colours and items of clothing. Create phrases to describe. 	I can: <ul style="list-style-type: none"> Use nouns and adjectives describe size & style & colour of clothing. Create phrases to describe. 	I can: <ul style="list-style-type: none"> Use nouns to name the clothes that I have. Join my description with a conjunction. 	I can: <ul style="list-style-type: none"> Name the clothes that I have and don't have. Join my description with a conjunction.
Phonetics					
Vocabulary	Target phrases: Es un sombrero, No es una camiseta, Son pantalones, Son zapatillas	Target phrases Es un sombrero rojo, No es una camiseta negra, Son calcetines rosas, No son mallas verdes	Target phrases: Es un sombrero grande y negro, No es una falda pequeña y roja, Son calcetines pequeños y amarillos, No son mallas rojas y elegantes	Target phrases: Tengo un sombrero amarillo y un jersey grande, Tengo unos calcetines rosas y unas zapatillas negras	Target phrases:
Grammar	Indefinite articles (un, una, (unos, unas)) masculine and feminine, singular and plural nouns ser (es, no es, son, no son)	Indefinite articles (un, una, (unos, unas)) adjectival agreement (singular and plural) adjectival position (after the noun) ser (es, no es, son, no son)	Indefinite articles (un, una, (unos, unas)) adjectival agreement (singular and plural) ser (es, no es, son, no son) conjunction (y)	Indefinite articles (un, una (unos, unas)) adjectival agreement (singular and plural) conjunction (y)	
Lesson Resources	Oak Academy U4 – L1	Oak Academy U4 – L2	Oak Academy U4 – L3	Oak Academy U4 – L4	Oak Academy U4 – L5

Year 6 - Autumn - Describo un monstruo—I describe a Monster– Lesson Overviews					
Learning Question	1: How do I describe the size and colour of someone else??	L2: How do name parts of the head & face?	L3: How do I describe parts of the face with colours & size?	L4: How do I describe a monsters face in more detail?	L5: How do I make my monster description better?
	I can: <ul style="list-style-type: none"> Use adjectives that include colour and size. Use an adjectival agreement to create a phrase. 	I can: <ul style="list-style-type: none"> Use the nouns for the parts of the head and face. 	I can: <ul style="list-style-type: none"> Use words that include nouns for the head & face and adjectives to describe their colour & size. Use an adjectival agreement to create a phrase. 	I can: <ul style="list-style-type: none"> Describe the parts of a monster's head and face using nouns and adjectives. Join my descriptions with conjunctions 	I can: <ul style="list-style-type: none"> Use intensifiers to improve my description.
Phonetics					
Vocabulary	Target phrases: es rojo, es roja, es grande, es pequeña	Target phrases el pelo, la nariz, los ojos, las orejas	Target phrases: el pelo negro, la boca amarilla, los dientes naranjas, las orejas verdes, el cuello largo y azul, la nariz larga y azul, los dientes largos y azules, las orejas largas y azules	Target phrases: "Tiene el pelo marrón, también tiene los ojos grandes y verdes", "Tiene las orejas cortas y amarillas"	Target phrases: Es muy grande y azul", "Tiene los ojos amarillos y los dientes largos y marrones. También tiene el pelo rojo y bastante corto"
Grammar	Indefinite articles (un, una, (unos, unas)) masculine and feminine, singular and plural nouns ser (es, no es, son, no son)	masculine and feminine, singular and plural nouns denite articles (el, la, los, las)	masculine and feminine, singular and plural nouns denite articles (el, la, los, las) adjectival agreement adjectival position	tener (tiene) denite articles (el, la, los, las) conjunctions (y, también)	ener (tiene) ser (es) denite articles (el, la, los, las) intensiers (muy, bastante)
Lesson Resources	Oak Academy U5 – L1	Oak Academy U4 – L2	Oak Academy U4 – L3	Oak Academy U4 – L4	Oak Academy U4 – L5

Year 6 - Spring - Hago deporte –I Practise Sports– Lesson Overviews					
Learning Question	1: How do I say different sports?	L2: Say which sports I do or don't play?	L3: How do I give my opinion of different sports?	L4: How do I say which sports I play in different weathers?	L5: How do I say what kind of clothes I wear to play different sports?
	I can: <ul style="list-style-type: none"> Use the Spanish nouns for different sports. 	I can: <ul style="list-style-type: none"> Use the Spanish words for I do or don't play. Use conjunctions to join my sentences. 	I can: <ul style="list-style-type: none"> Use the Spanish words for like/ dislike. Use conjunctions to Join my opinions. 	I can: <ul style="list-style-type: none"> Use nouns to describe weather. Use conjunctions to join my statements. 	I can: <ul style="list-style-type: none"> Use the Spanish words for different clothes Use conjunctions to join my statements.
Phonetics					
Vocabulary	Target phrases: el fútbol, el baile, la natación, la gimnasia	Target phrases Juego al fútbol pero no hago natación, No juego al balonmano, No hago bail	Target phrases: Me encanta jugar al baloncesto y me gusta hacer ciclismo, Odio jugar al tenis	Target phrases: Cuando hace sol, juego al tenis, Cuando llueve, hago natación	Target phrases: "Cuando juego al fútbol, llevo calcetines rojos"
Grammar	masculine and feminine nouns definite articles (el, la)	definite articles (el, la) conjugation -AR verb jugar (juego) conjunctions (y, también, pero, sin embargo)	conjunctions (y, también, pero, sin embargo) notion of infinitives (hacer, jugar) definite articles (el, la)	conjugation -AR verb jugar (juego) hacer (hago, hace) a + el conjunctions (y, también, pero, sin embargo)	conjunctions (y, también, pero, sin embargo) a + el hacer (hago) conjugation -AR verb jugar (juego) and llevar (llevo)
Lesson Resources	Oak Academy U7 – L1	Oak Academy U7 – L2	Oak Academy U7– L3	Oak Academy U7 – L4	Oak Academy U7 – L5

Year 6 - Summer -Mi pueblo –I My People– Lesson Overviews					
Learning Question	1: How do I say the names of places in a town?	L2: How do I say what there is & what there is not in a town?	L3: How do I say where in town I am going to and what transport I am taking there?	L4: How do I give my opinions of the town and explain my opinion?	L5: How do I describe places in town?
	I can: <ul style="list-style-type: none"> Use nouns to name different places. 	I can: <ul style="list-style-type: none"> Use the Spanish words for there is/there is not.. 	I can: <ul style="list-style-type: none"> Use nouns to describe transport & places Use prepositions to create phrases. 	I can: <ul style="list-style-type: none"> Use phrases it is/ it is not. Use conjunctions to join opinions. Use adjectives to describe. 	I can: <ul style="list-style-type: none"> Use adjectives to describe places. Use conjunctions to create a positive or a negative opinion.
Phonetics					
Vocabulary	Target phrases: Hay un cine y un supermercado. También hay una estación"	Target phrases "En mi pueblo hay una escuela y un hospital pero no hay un parque", "En mi pueblo hay cinco tiendas sin embargo no hay un cine"	Target phrases: Voy al supermercado en coche, Voy a la estación a pie, Voy a la escuela en bici	Target phrases: "Me gusta mi pueblo porque es tranquilo y bastante limpio, y no es muy grande	Target phrases: "La escuela es moderna y limpia", "El cine es grande pero no es bonito"
Grammar	hay indefinite articles (un/una) conjunctions (y, también)	(no) hay indefinite articles (un/una) conjunctions (y, pero, también, sin embargo)	ir (voy) definite articles (el, la) en / a + transport	(no) me gusta intensifiers (muy, bastante) conjunctions (y, pero, también, sin embargo, porque)	conjunctions (y, pero, también, sin embargo, porque) intensifiers (muy bastante) ser (es, no es) definite articles (el, la)
Lesson Resources	Oak Academy U8 – L1	Oak Academy U8 – L2	Oak Academy U8– L3	Oak Academy U8 – L4	Oak Academy U8 – L5

**' If you talk to a person
in a language he
understands, that goes
to their head. If you
talk to them in their
own language, that
goes to their heart'**

