



MfL (Spanish) Medium Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Los Animales</u> <ul style="list-style-type: none"> Learn how to name (with accurate pronunciation) and remember five animals in Spanish with the correct indefinite article/determiner. Learn how to name (with accurate pronunciation) and remember five more animals in Spanish with the correct indefinite article/determiner. Identify all ten nouns for animals in Spanish and will start to attempt to spell these words. Using resources independently research a new animal not previously taught. Explore and understand better the role of the indefinite article/determiner and to understand that there are more indefinite articles in Spanish compared to English. Display knowledge and use of the 1st person high frequency irregular verb 'soy' (I am) from the verb 'ser' (to be). Demonstrate listening, speaking, reading and writing skills related to the vocabulary to the topic. 	<u>Caperucita Roja</u> <ul style="list-style-type: none"> Learn nouns with the correct determiner for characters and objects related to the story. Identify the next set of nouns (parts of the body) that are related to the story and to extend further by learning some more parts of the body that are not mentioned in the story. Consolidate all key vocabulary related to the story and map out the order of the story. Read and spell all the key vocabulary related to the story and to put this knowledge into context by reading the story. Strengthen vocabulary by role playing the story in Spanish. Demonstrate speaking, listening, reading and writing skills related to the story. 	<u>Los estaciones</u> <ul style="list-style-type: none"> Learn how to name (with accurate pronunciation) and remember the four seasons in Spanish. Understand what happens in winter and how to say a short sentence about this season in Spanish. Comprehend what happens in spring and how to say a short sentence about this season in Spanish. Discover what happens in summer and how to say a short sentence about this season in Spanish. Explore what happens in autumn and how to say a short sentence about this season in Spanish. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<u>La historia de la Antigua Gran Bretaña</u> <ul style="list-style-type: none"> Learn six key periods of ancient Britain (in Spanish). Learn how to say I am a stone age, bronze age or iron age man or woman. Use "Tengo..." (I have...) to say which key hunting tools were used in the stone age, the bronze age and the iron age. Use the phrase "Vivo..." (I live...) to examine the different types of dwelling most commonly used in each of these three periods of ancient Britain. Enabling the children to say an expanded sentence whether they are a man or woman from the stone age, bronze age or iron age, which hunting tool they use and where they live. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<u>Sé</u> <ul style="list-style-type: none"> Learn how to name (with accurate pronunciation) and remember five high frequency infinitive verbs in Spanish. Discover how to name (with accurate pronunciation) and remember five more infinitive verbs in Spanish. Consolidate previous learning and will start to attempt to put them into sentences describing what they can do in Spanish. Extend how to put them into a sentence, using sé + infinitive verb. They will also be able to extend their knowledge by learning how to apply the negative sentence structure in Spanish, no + sé + infinitive verb. Describe what they can and cannot do in Spanish using the ten verbs and will learn how to extend these sentences with the conjunctions 'y' (and) & 'pero' (but). This will give the students the opportunity to allow for more independent learning and to create more complex sentences. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<u>Me presento</u> <ul style="list-style-type: none"> Revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in Spanish. Learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish. To consolidate numbers 1-10 and to introduce numbers 11-20 in Spanish. How to ask and answer the question '¿Cuántos años tienes?' (How old are you?). Learn how to ask and answer the question '¿Dónde vives?' (Where do you live?) and the basics of adjectival agreement in Spanish. Demonstrate speaking, listening, reading and writing skills related to the topic.
Year 4	<u>Comer Sano</u> <ul style="list-style-type: none"> Learn new vocabulary on ten new healthy foods. Improving vocabulary by learning some unhealthy foods. Retain new vocabulary through memory games and introduce the grammar rule for 'the/some' in Spanish. Explore activities on how to keep fit in Spanish. How to maintain a healthy lifestyle and follow a recipe in Spanish ¿Qué haces para tener una buena salud? Demonstrate speaking, listening, reading and writing skills related to the topic. 	<u>Ricitos de Oro y los tres osos</u> <ul style="list-style-type: none"> Learn new vocabulary by using picture cards from the story Ricitos de Oro y los tres osos. Retain new vocabulary by improving reading skills and using word cards from the story. Develop a richer vocabulary by expanding words into phrase cards from the story. Increase a greater depth by recreating the story through role play. To write their own Goldilocks story in Spanish. Demonstrate listening, speaking, reading and writing skills related to the vocabulary in the story. 	<u>Mi familia</u> <ul style="list-style-type: none"> Learn how to say the various nouns for family members in Spanish. Consolidate the nouns and definite articles/determiners for members of the family in Spanish and to learn how to use the possessive adjective 'my' in Spanish with increasing accuracy and understanding. Understand the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?) Expand ¿Cómo se llama? (What is he/she called). To learn how to ask the question but also to formulate the answer by 	<u>Mi casa</u> <ul style="list-style-type: none"> Learn how to say they live in a house or an apartment and will be given a choice of where their home or apartment is located. They key structure used is "Vivo en..." (I live in...) Consolidation of last week's language connected to "Vivo..." plus the first five nouns for rooms of the home To learn another five nouns for rooms of the home expanding to 'En mi casa hay...' ('In my home there is... / there are) using these ten articles and nouns. Develop further linguistic progression by learning how to 	<u>Los Romanos</u> <ul style="list-style-type: none"> Read the legend of Romulus and Remus in Spanish. Learn how to decode and break down language by looking out for cognates (words that are similar in Spanish and English). Use word and phrase cards followed by a story slide re-ordering exercise to consolidate learning. Learn about some of the key people in Roman history, recognising cognates. Discovering the names (in Spanish) for some Roman gods and goddesses and which seven gods and goddesses that are connected to the seven days of the week. 	<u>Hábitats</u> <ul style="list-style-type: none"> Learn in Spanish the essential elements that all plants and animals need to survive. Learning to look out for cognates (words that are similar in Spanish and English). Understand some of the key habitats in our world. Exploring which plants grow in specific habitats. Look at some of their adaptations. Revisit all the key facts on animals and plants from earlier lessons and then choose a habitat for them to prepare a Spanish presentation on.

Objective – black Specific skills - blue Link to topic/ launches/events etc – red



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			<p>moving from 1 st person singular (me llamo) to 3rd person singular (se llama).</p> <ul style="list-style-type: none"> To learn how to say and recognise numbers 1-100 in Spanish. Develop tener; moving from the 1st person singular conjugation of the verb tener (to have) to the 3rd person singular form to be able to ask and answer the target question for the week: '¿Cuántos años tiene...?' (How old is...?) Demonstrate speaking, listening, reading and writing skills related to the topic. 	<p>use the negative structure "En mi casa no hay..."</p> <ul style="list-style-type: none"> Integrate previously learnt language (me llamo... (I am called), tengo ... años (I am ... years old) in a role play activity. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<ul style="list-style-type: none"> Exploring famous Roman Inventions. Comparing the lives of a rich boy and a poor boy in ancient Rome. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<ul style="list-style-type: none"> Demonstrate speaking, listening, reading and writing skills related to the topic.
Year 5	<p>La Fecha</p> <ul style="list-style-type: none"> Recognise, recall and spell the seven days of the week in Spanish. Recognise, recall and spell the twelve months of the year in Spanish. Consolidate numbers 1-20 and to introduce numbers 21-31 in Spanish, allowing enough knowledge of numbers to say the date. Ask and answer the question '¿Que día es hoy? What day is it today? Hoy es... Today it is.. How to ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<p>¿Tienes una mascota?</p> <ul style="list-style-type: none"> Learn the eight nouns and matching gender articles for the different pets (using the indefinite article the word for "a" or "an" in Spanish). Use of "Tengo..." ("I have...") plus a pet and we will also introduce the connective "y" ("and"). Development of Spanish knowledge by introducing, learning and using the structure "que se llama..." ("that is called..."). Further linguistic progress by learning how to use the negative structure "no tengo...". show how to link all new language together and will also be introduced to a new connective "pero" ("but") that can be incorporated into a sentence. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<p>La clase</p> <ul style="list-style-type: none"> Learn the nouns and articles/determiners for six common classroom objects. Develop further six classroom object nouns with their indefinite articles/determiners (one in plural form) learn the question '¿Qué tienes en tu estuche?' and have the knowledge and skills in Spanish to formulate an answer using the structure 'En mi estuche tengo...' both in spoken (role-play) and written form. Using the possessive adjectives 'mi' and 'mis' in Spanish, thus moving from using the indefinite article/determiner with the classroom object nouns to the possessive adjectives to allow for more personalised responses. Exploring the negative structure 'No tengo...' (I do not have) in Spanish so that pupils will be able to produce in spoken and written form a more detailed description of what they have and do not have in their pencil cases. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<p>Los planetas</p> <ul style="list-style-type: none"> Describe key elements of the Solar System in Spanish. Learn a set of adjectives that can be used to describe the elements of the Solar System and learning how to put these into sentence form by applying the rules of adjectival agreement. Create more detailed and extended sentences to describe the 10 key elements of the Solar System in Spanish using conjunctions and intensifiers. Learn 6 questions in Spanish under the guise of an astrophysicist in preparation for an interview with an astronaut for a space expedition. Make a presentation in Spanish as an astronaut preparing for a space expedition. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<p>Los vikingos</p> <ul style="list-style-type: none"> Learn a brief history about the Viking Age in Spanish and learn how to decode and break down unfamiliar language, learning to look out primarily for cognates (words that are similar in Spanish and English). Describe themselves physically in terms of height and character using the first person conjugation of the high frequency irregular verb 'ser' (to be) soy (I am), with an opportunity in the challenge section to move to third person singular 'es' (he/she is). To also look at the rules of adjectival agreement in more detail and depth that are required in Spanish when describing a male and/or female. Introduce a wider range of vocabulary with the first-person conjugation of the high frequency irregular verb tener (to have), tengo (I have) so that the children are able to describe themselves in terms of hair colour as well as in terms of height and character. Opportunity to move to the third person singular conjugation of this verb tiene (he/she has). Vocabulary for eye colour and revise and consolidate the first-person conjugation of 	<p>Los Juegos Olímpicos</p> <ul style="list-style-type: none"> Learn to listen attentively to longer passages of Spanish and discover how to decode and breakdown language by looking out for cognates (words that are similar in English). Consolidate knowledge by completing a true or false activity. Look at the key facts of the history of the modern Olympic games. Consolidate this using a story ordering exercise. Understand ten Spanish nouns (and their article) for sports currently in the Olympic games. Introducing the verb practicar ('to do' or 'to play' when used in relation to sports). We will also introduce a negative option for not doing a particular sport using the structure no practico...+ a sport. This will enable to create more complex and interesting sentences. How to link the word for a sport to how we use / change that word to describe that sport as someone's profession. We will look at the changes that take place, when and why. Demonstrate speaking, listening, reading and writing skills related to the topic.

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					<p>tener (to have), tengo (I have) so that the children can describe themselves in terms of eye colour as well as in terms of hair, height and character. There is also an opportunity to move to third person singular.</p> <ul style="list-style-type: none"> Explore typical Spanish daily routine phrases, using Erik and Edda as an example. To learn more about a Viking's typical daily routine, learning how to use a wider range of verbs alongside adverbial time quantifiers. (Personal pronoun and reflexive verbs) Demonstrate speaking, listening, reading and writing skills related to the topic. 	
Year 6	<p><u>En la cafetería</u></p> <ul style="list-style-type: none"> Learn ten masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a Spanish cafeteria. Understand a further ten feminine nouns with the indefinite article/determiner for popular food and drink typically offered in a Spanish cafeteria. Consolidate all the foods/snacks and drinks and learn the transactional language required to order what you would like to eat and drink in the cafetería. Extend knowledge by learning how to say, 'the bill please', 'thank you' and 'goodbye' in Spanish. Thus, allowing for a longer, more interesting but also realistic role-play in Spanish. Understand Spanish currency better, improving cultural understanding, and using mathematical knowledge to calculate a bill in a Spanish cafeteria. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<p><u>¿Que tiempo hace?</u></p> <ul style="list-style-type: none"> ¿Qué tiempo hace? ('what is the weather like today?') and start the new vocabulary connected to the weather in Spanish. Consolidate weather related language. Sentence structure integrating weather and days of the week. Read a weather map and describe the weather in different parts of Spain. Role play to be Spanish weather presenters! Demonstrate speaking, listening, reading and writing skills related to the topic. 	<p><u>Mi ropa</u></p> <ul style="list-style-type: none"> Learn eleven new nouns and articles for items of clothing. Expand the range of vocabulary for clothes by introducing another ten words. Introduce the verb structure 'I wear' - llevo. Fully conjugate the Spanish regular AR verb - llevar. Explain how to describe clothes in terms of colour and how colours may change spelling depending on gender and plurality (adjectival agreement) Packing a suitcase for a holiday, using the items of clothing and the possessive adjective 'my'. A fashion show - Demonstrate speaking, listening, reading and writing skills related to the topic. 	<p><u>La Segunda Guerra Mundial</u></p> <ul style="list-style-type: none"> WWII improve reading and listening skills by learning how to decode unknown language in longer Spanish text. Learn the Spanish words for some of the countries and languages involved in World War II. Expand listening and reading skills by listening to the story of Ralph (an evacuee) in Spanish and to then be able to answer true or false statements in Spanish on what his experiences were during WWII. Gain a greater range of vocabulary by learning key words for things Vera (Ralph's sister and also an evacuee) saw in the countryside and in the city. Using adjectives to compare city and country life, taught through the story of Daisy (Ralph's other sister and also an evacuee.) Writing a letter home in Spanish as an evacuee in Spanish. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<p><u>El fin de semana</u></p> <ul style="list-style-type: none"> Tell the time in Spanish and talk about some of the activities they do at the weekend. Introduce new phrases for the activities the children could do at the weekend. Describe what they do at the weekend. Present language regarding weekend activities and times fluently. ¿Qué haces los fines de semana? Asking and answering including adding an opinion. Demonstrate speaking, listening, reading and writing skills related to the topic. 	<p><u>Yo en el mundo</u></p> <ul style="list-style-type: none"> Learn about four characters and their locations in the Spanish speaking world (sometimes referred to as the 'Hispanophone world'. Learn more about a key celebration/festival in each of the four countries. Consolidate cultural awareness and knowledge of different religious celebrations. Develop further cultural awareness by comparing where two of our characters live - Pilar in Madrid (Spain) and Jorge in Lima (Peru). Discuss how they are going to be more responsible global citizens by doing more to protect our planet. Demonstrate speaking, listening, reading and writing skills related to the topic.



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Year 3	Year 4	Year 5	Year 6
<p>Develop and demonstrate listening, speaking, reading and writing skills within the topic.</p> <p>Recognise and verbally discuss cognates and grammatical similarities and differences in English and Spanish.</p>	<p>Develop and demonstrate listening, speaking, reading and writing skills within the topic.</p> <p>Confidently start to build sentence structures in Spanish.</p> <p>Recognise and verbally discuss cognates and grammatical similarities and differences in English and Spanish.</p>	<p>Develop and demonstrate listening, speaking, reading and writing skills within the topic.</p> <p>Confidently continue to build sentence structures in Spanish.</p> <p>Independently be able to expand vocabulary by researching using dictionaries, books and other forms of media.</p> <p>Recognise and verbally discuss cognates and grammatical similarities and differences in English and Spanish.</p>	<p>Develop and demonstrate listening, speaking, reading and writing skills within the topic.</p> <p>Confidently continue to build and extend sentence structures in Spanish.</p> <p>Independently be able to expand vocabulary by researching using dictionaries, books and other forms of media.</p> <p>Recognise and verbally discuss cognates and grammatical similarities and differences in English and Spanish.</p> <p>Greater depth and understanding of cultural awareness and acceptance.</p>