



## *Modern Foreign Languages at Moorfield*

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## What are the basic principles of our curriculum?

1. We believe that learning happens when there has been a change to long-term memory. We believe that when something is practised often enough then the retrieval of knowledge and skills becomes automatic.
2. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge. Knowledge is different from information – knowledge is when children make links with subject across the curriculum whereas information is merely isolated pockets of information. This then leads to expertise in a subject because the more you know the easier it is to acquire and understand new knowledge.

## What is procedural knowledge?

Procedural knowledge is a fluency of knowing information that comes with practice and repetition. Episodic learning aids this knowledge and happens through the experiences children have e.g. trips, books, stories, visitors and these don't need much repetition.

## What is semantic knowledge?

Semantic knowledge is the knowledge and facts that needs to be known in order to have a clear understanding of a subject.

## Curriculum intent:

1. The driver for our curriculum is **possibilities** and this shapes our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities.
2. At Moorfield Primary, the **intention** of our MFL curriculum is to develop an interest in and thirst for learning other languages. We aim to introduce the learning of the Spanish language and the understanding of its culture in enjoyable and stimulating ways.
3. We hope to embed the **essential skills** of listening, reading, speaking and writing.
4. We aim to build the children's 'culture capital' so that they are aware of similarities and differences between cultures. As a result, we hope to lay the foundations for future language learning.

## Implementation:

1. Our MFL curriculum has been designed to progressively develop skills in Spanish.
2. We are currently using Rachel Hawkes units to deliver our Spanish lessons. These ensure children acquire a bank of vocabulary organised around topics. They ensure development is progressive as they build on previous knowledge from units already studied.
3. All children in KS2 are taught Spanish in a weekly discreet lesson. This is delivered by the class teacher or another qualified teacher during PPA.

## Impact

1. Teachers assess Spanish throughout lessons using 'assessment through learning'. This helps teachers plan for future lessons.

**By the time our pupils leave us in year 6 we want them to:**

- 1.4 Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.
- 2.4 Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.
- 3.4 Engage in a short conversation using familiar questions and express opinions.
- 4.4 Manipulate language to create and say sentence of own choice using familiar language.
- 5.4 Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.
- 6.4 Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language.
- 7.4 Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules
- 8.4 Read and show understanding of a series of complex sentences using familiar language.
- 9.4 Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context
- 10.4 Write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary.
- 11.4 Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy.
- 12.4 Demonstrate the use, in sentences, of the knowledge of grammar below: word classes; gender of nouns, indefinite article, plural of nouns; 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person pronouns with regular and high frequency verbs in present tense; the position and agreement of adjectives; negatives; the definite article; elision and the construction of simple and complex sentences. State the differences and similarities with English.

**There are five threshold Concepts in MFL**

- Listening
- Speaking
- Reading
- Writing
- Grammar

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Lower Key Stage 2	Year 3	<p>Year 3 pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.</p>	<p>The theme is animals and colours. The linguistic focus is gender, articles (definite &amp; indefinite), plurals and adjectives (position &amp; basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult.</p> <p>The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but).</p> <p>Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>	<p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful.</p> <p>Take some video of your pupils' performances or have the most confident perform in assembly!</p>
	Year 4	<p>This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.</p>	<p>This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).</p>	<p>During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip'. They learn how to say 'Tengo un/una ...que se llama...' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --&gt; tiene (has), es (is), tienen (have), son (are).</p>

# Possibilities



		Autumn 2	Spring 2	Summer 2
Upper Key Stage 2	Year 5	<p>This unit starts with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.</p>	<p>This unit focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.</p>	<p>In this term, learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) &amp; 'encantar' (to love) and the fact that the adjectives used to describe things must match the number &amp; gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports or music.</p> <p>As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>
	Year 6	<p>Pupils begin this unit by learning to describe the weather. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using.</p> <p>There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of).</p> <p>Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.</p>	<p>Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can.</p> <p>Following on from this, learners extend their learning to the theme of holidays. They research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.</p>	<p>We recognise that Yr 6 is a particularly full year, and that the pressures of assessments in Literacy and Numeracy often make it difficult to devote as much time to Spanish at various points in the year. In addition, there are other calls on Yr 6 time, including final plays / productions and often residential trips in the summer term. For that reason we have allowed the material from the Spring Term to be spread flexibly across these two terms.</p>

## MFL Progression Framework

Progression throughout the curriculum and assessing for progression

Threshold Concept	Milestone 1 End of Year 3	Milestone 2 End of Year 4	Milestone 3 End of Year 5	Milestone 4 End of Year 6
<i>Listening</i>				
<b>Listen attentively</b> and show understanding by <b>joining in</b> and <b>responding</b>	Respond confidently to <b>greetings, register, classroom instructions, phonics</b> Join in with number video, dogs audiobook, the Hungry Caterpillar story, and the paper butterfly activity	Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations Play Hide and Seek in Spanish	Understand and respond to a specific range of classroom instructions Understand essential likes / dislikes relating to food and sports Understand and respond to movement instructions	Understand a range of spoken opinions heard in sentences and short texts. Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts.
<b>Link the spelling, sound and meaning of words</b>	<b>Apply phonics knowledge</b> to Dr Seuss rhyming story (molillo, bolsillo), Oso Pardo story, tongue twisters, Veo veo game, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills)	<b>Develop phonics knowledge and confidence</b> through: days in the month rhyme, Christmas songs (Rodolfo el reno, Frosty, Navidad), birthday songs	<b>Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</b>	<b>Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</b>

<i>Speaking</i>				
<b>Ask and answer questions</b>	<p><b>Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal)</b></p> <p>¿Qué es? (What is it?) Es un/una... (It is a)</p> <p>¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself)</p> <p>¿Cómo estás? (How are you?)</p> <p>¿Cuántos años tienes? (How old are you?)</p> <p>¿Qué tienes en tu estuche? (What do you have in your pencil case?)</p> <p>¿Tienes un/una...? (Do you have a?)</p> <p>¿Qué diferencia hay? (What difference is there?)</p> <p>¿Es (una rana o un pez)? (Is it a frog or a fish?)</p> <p>¿Cuál (de los animales) es? (Which of the animals is it?)</p> <p>¿Cuál es tu animal favorito? (Which is your favourite animal?)</p> <p>¿Qué son? (What are they?)</p> <p>¿Qué ves? (What do you see?)</p>	<p><b>Ask / answer questions about birthdays, ages, dates, times, simple maths</b></p> <p>Ask '¿Cómo se dice ... en español?</p> <p>¿De qué color es (What colour is)?</p> <p>¿Cuántos ... hay? (How many... are there?)</p> <p>¿Qué día es (hoy)? (What day is it (today)?)</p> <p>¿Qué fecha es (hoy)? (What date is it (today)?)</p> <p>¿Cuándo es tu cumpleaños? (When is your birthday?)</p> <p>¿Cómo se llama? (What is he/she called?)</p> <p>¿Cómo se escribe? (How do you spell that?)</p> <p>¿Tienes..? (Do you have..?)</p> <p>¿De qué color son tus ojos? (What colour are your eyes?)</p> <p>¿y el pelo? (And your hair)</p>	<p><b>Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things</b></p> <p>¿Qué hora es? (What time is it?)</p> <p>Es la una / Son las cinco..(It's one o'clock, It's five o'clock)</p> <p>¿A qué hora desayunas? (What time do you have breakfast?)</p> <p>¿Qué desayunas? (What do you have for breakfast?)</p> <p>¿A qué hora comes en el colegio? (What time do you have lunch in school?)</p> <p>¿A qué hora comes, meriendas, cenas? (What time do you have lunch, have tea, have dinner?)</p> <p>¿Cómo se pronuncia? (How do you pronounce?)</p> <p>¿Qué deportes sabes practicar? (What sports can you play?)</p> <p>¿Qué instrumento tocas? (What instrument do you play?)</p> <p>¿Qué instrumento sabes tocar? (What instrument can you play?)</p>	<p><b>Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known, main details about particular festivals</b></p> <p>¿Qué tiempo hace? (What's the weather like?)</p> <p>¿De qué color es la bandera? (What colour is the flag)</p> <p>¿Por qué es ... famoso/a? (Why is ... famous?)</p> <p>¿Qué hay en (España)? (What is there in (Spain))?</p> <p>¿Cuándo es? (When is it?)</p> <p>¿Cuántos días dura la fiesta? (How many days does the festival last?)</p> <p>¿Dónde está? (Where is it?)</p> <p>¿Qué lleva la gente? (What do people wear?)</p> <p>¿Qué hay...? (What is there...?)</p>

<p><b>Express opinions and respond to those of others</b></p>		<p>Use: En mi opinión (In my opinion), Pienso que (I think that)</p>	<p>¿Te gusta...? (Do you like?) ¿Qué te gusta comer / beber? (What do you like eating / drinking) ¿Qué prefieres? Comida escolar / Comida envuelta (School dinners / Packed lunch) ¿Por qué te gusta..? (Why do you like..?)</p>	<p>¿Te gusta...? (Do you like...?) ¿Por qué te gusta..? (Why do you like..?) ¿Qué opinas de...? (What do you think of...?)</p>
<p><b>Ask for clarification and help</b></p>	<p>Signal a problem: Señor(a), tengo un problema</p>	<p>Signal a problem: Señor(a), tengo un problema Ask for help: ¿Puede ayudarme?</p>	<p>Signal a problem: Señor(a), tengo un problema Ask for help and give a detail: ¿Puede ayudarme con ...(número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh?</p>	<p>Signal a problem: Señor(a), tengo un problema Ask for help and give a detail: ¿Puede ayudarme con ...(número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh?</p>
<p><b>Speak in sentences</b></p>	<p>Use the verb forms <b>tengo (no tengo), es (no es), son, hay (no hay) + nouns + adjectives</b> in the context of <b>animals</b> and <b>pencil case items</b> to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. <b>(NB: consistent use of KS1 L1 gestures applied to KS2 FL learning and then also cross phase to KS3).</b>Say what your favourite ... is</p>	<p>Use these sentence structures:Mi cumpleaños es el...de.. / Son las dos – es la una / Hoy es el ...de... (Ayer fue el...de... - Mañana será el ...de...)Empieza a las... / Termina a las...Es / No esTiene / No tieneHay / No hay</p>	<p>Say what sports you play using 'Juego al' or 'Practico el/la' and when you do it 'Los lunes juego al fútbol'Express opinions in sentences using 'me gusta(n)' and 'me encanta(n), give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives'Say what you eat and drink and whenSay what you like to each and drink using 'me gusta comer / beber'Say what you can / know how to do using 'Sé practicar el esquí'</p>	<p>Express opinions in sentences using 'me gusta(n)' and 'me encanta(n), give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives'Use the 3rd person of key verbs to say what happens at different festivals</p>
<p><b>Describe people, places, things and actions orally (to a range of</b></p>	<p>Describe animals with colours Choral re-telling of stories, pair work, group work, assemblies re-telling the Hungry Caterpillar</p>	<p>Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others</p>	<p>Describe actions: eating / drinking at different times, playing sports and instruments</p>	<p>Describe the key geographical features of Spain Describe where things are Describe the key features of famous</p>



<b>audiences)</b>	story	Birthday survey, songs		festivals
<b>Reading</b>				
<b>read and show understanding of words, phrases and simple texts</b>	Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple FL phrases are true or false Hungry Caterpillar story text, Colour by numbers activity	Spot the Dog story, Perritos Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party)	Read short texts and answer questions to show understanding	Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out
<b>appreciate stories, songs, poems and rhymes in the language</b>	Join in confidently with the Hola song, Los sustantivos song, Veo veo song/game, Oso pardo story, Mochila azul story/video, tongue twisters, Old Macdonald song	Numbers song, birthday and Christmas songs, Pocoyo video episodes, months / days rhymes	Film clips on sports and food in Spain	Film clips on traditional Spanish festivals
<b>read aloud with accurate pronunciation</b>	Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text	Numbers Read and add questioning intonation	Pronounce sports (including cognates) using correct sounds	Pronounce countries, things that countries are famous for, names of Spanish festivals, locations in Spain, when reading aloud from text or from a map

understand new words that are introduced into familiar written material	stories, rhymes, songs, videos with language beyond level of active production Numbers / Days of the week / food items in Hungry Caterpillar story	Otra vez (again!) / Todos preparados – qué voy (Coming ready or not!) / Pocoyo, birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making a piñata		adjectives of reasons to support opinions, using 'porque' to provide reasons, language for countries, locations, directions
use a dictionary			Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words	Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary).
<b>Writing</b>				
<b>write words and phrases from memory</b>	Write on mini-white boards and/or trace on arm: simple sentences e.g. Tengo un caballo blanco with reasonable accuracy from short-term memory. Write individual words for snacks on food plates for display from memory.	Write short exclamations and questions with from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to Pocoyo videos) Write ' My birthday es on the ... of ...' from memory with accurate spelling.	Write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time.	label pictures (village and coast) – using hay / no hay with confidence to write sentences from memory
<b>adapt phrases to create new sentences</b>	Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Oso pardo story to change colour – animal combinations in sentences with Tengo / Es un/una... Include simple connectives 'y' (and) and 'pero' (but). More able may begin to use 'también' (also).	Animal maths Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list - using 'Voy a + verbs', time exercise	Adapt short text about someone else's sports / freetime to write a short text about own free time.	Write a holiday postcard, adapting a model.

describe people, places, things and actions in writing	Describe animals with colours Create mini-books	Revision – colours and numbers Describing Mr Men / Little Miss characters – character descriptions Describing pictures/paintings in terms of shapes and their position Describing emotions – happy, sad Describing hair / eyes of self and others Make birthday cards, Design invites, Create piñata (with resources)	Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory).	Express opinions and giving reasons (from memory) Describe places and compare locations (from memory) Describe actions: describe festivals at home and in FL country (with resources)
<b>Grammar</b>				
<b>Gender of nouns - definite and indefinite articles</b>	Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)	Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural	Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs jugar (al / a la), and practicar (el / la)	Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).
<b>Singular and plural forms of nouns</b>	Form plural nouns	Use of plural nouns		
<b>Adjectives (place and agreement)</b>	Learn adjectival positioning and adjectival agreement (active use of regular singular forms)	Use adjectives (agreement and position) with more confidence	Agree adjectives in reasons after porque es / son, remembering to match number and gender.	Agree adjectives in reasons after porque es / son, remembering to match number and gender.
<b>Conjugation of key verbs (and making verbs negative)</b>	Use tengo, es, hay, son accurately	Create greater variety of sentences using the key verb forms from Y3. Use tiene (3rd person tener) and está (3rd person estar) Retell story with 3rd person AR verbs (non-explicit focus) Use future tense (Voy a + infinitive)	Use all persons DESAYUNAR Use 1st/2nd person COMER / BEBER Use 1st person JUGAR Use all persons PRACTICAR Use Sé jugar, practicar, tocar Use Me gusta + comer / beber / jugar / practicar	Use 'hay Use the verb ESTAR (receptive use of some reflexive verbs)

# Possibilities



		verb), infinitives		
<b>Connectives and qualifiers, adverbs of time, prepositions of place</b>	Use connectives – y, pero, (también)	Use sequencers - un día, luego, después al final Use preposition of place (arriba, encima de etc..)	Use days of the week (los lunes etc..)	Use subordinating connectives (if, because) (some pupils will be using relative clauses with 'que' (which)),

# Possibilities



Knowledge building:  
learning the fundamental foundations



**Basic**

Decision making to apply fundamental foundations.



**Advancing**

Non-routine thinking that requires inventive application of fundamental foundations.



**Deep**

# Possibilities



MFL

## MFL Vocabulary List

Classroom language

Listen	¡Escuchad!
Repeat	¡Repetid!
Sit down	¡Sentaos!
Stand up	¡Levantaos!
Line up (in alphabetical order)	¡Poneos en fila!
Put up your hand	¡Levantad la mano!
Show me...	¡Enseñadme!
Repeat all together after me	¡Repetid todos juntos después de mí!
Work with a partner	¡(Trabajad) en parejas!
Discuss with the person next to you	¡Hablad en parejas!
Thumbs up if you understand	¡Pulgares arriba si me entendéis!
Get into a circle	¡Poneos en círculo!
Look at the whiteboard	¡Mirad la pizarra!
Listen to each other	¡Escuchaos!
Don't interrupt	¡No interrumpáis!
Take turns	¡Turnaos! / ¡Por turnos!
Look it up in a dictionary	¡Buscadlo en un diccionario!
Find a pen / pencil	¡Encontrad un boli / un lápiz!
Open the window	¡Abrid la ventana!
Open your book / booklet	¡Abrid los cuadernos!
Shut the door	¡Cerrad la puerta!
Lights on / Lights off	¡Apagad las luces!
Sit nicely	¡Sentaos bien!
Quiet, please	¡Silencio!
Put your things away	¡Recoged las cosas!
Are you ready?	¿Listos?

# Possibilities



Who can tell me...?	¿Quién me puede decir...?
Who would like to have a go?	¿Quién quiere intentar?
A volunteer, please	Un voluntario, por favor
I'm going to do the register	Voy a pasar lista
Packed lunch or school dinner?	¿Comida de casa o comida del colegio?
Can I go to the toilet?	¿Puedo ir al baño?
Can I do the points?	¿Puedo hacer los puntos?
Can I help?	¿Puedo ayudar?
Well done!	¡Bien hecho!
Good try!	¡Buen intento!
A round of applause!	¡Un aplauso!



Scheme of Work overview

Phonics	Classroom language	Questions & answers	Sentence-building	Verbs	Nouns & adjectives	Numbers	Términos gramaticales	Punctuation	Phrases of greeting/celebration/praise	ICU	Linguistic knowledge & skills	
Y 3	A - araña, E - elefante, I - idea, O - olvidar, U - universo 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	Verdad / Mentira Vamos a... practicar pronunciar aprender escuchar leer cantar escribir hablar jugar (al escondite) Señora, tengo un problema	¿Qué es? (What is it?) Es un/una... (It is a) ¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself) ¿Cómo estás? (How are you?) muy bien, gracias (very well, thanks) estupendo (great), bien (well) regular (ok), mal (bad), fatal (awful) ¿Cuántos años tienes? (How old are you?) ¿Qué tienes en tu estuche? (What do you have in your pencil case?) ¿Tienes un/una...? (Do you have	En mi estuche (in my pencil case) y (and) también (also,too) pero (but)	Es / Son Tengo (and negative 'no') Hay Fui... Compré	un estuche (a pencil case) un bolígrafo (a pen) un lápiz (a pencil) un lápiz de memoria (a USB) un sacapuntas (a sharpener) un bote de pegamento (a glue stick) una regla (a ruler) una goma (a rubber) unos rotuladores (felt-tip pens) unas tijeras (scissors)	un, uno, una dos tres cuatro cinco seis siete ocho nueve diez	las vocales, las letras, la frase, la palabra, la pronunciación, el sustantivo (los sustantivos), el adjetivo (los adjetivos), las sílabas, los plurales	punto, coma, con mayúscula	¡Hola! mala suerte (bad luck) bien (good), muy bien (very good), genial (great), estupendo (excellent), fenomenal (fantastic) ¡Feliz Navidad! Happy Christmas!	How Spanish surnames are formed Some typical Spanish first names	Recognition of nouns in Spanish and their characteristics (i.e. word for 'a' and concept of gender) How to make plural nouns Placement and agreement of adjectives



# Possibilities



		<p>a?)                  Sí, No (Yes, No)                  Tengo un / una... (I have a)                  ¿Qué diferencia hay? (What difference is there?)                  Hay / No hay (There is/are - There isn't/aren't)</p>								
		<p>¿Es (una rana o un pez)? (Is it a frog or a fish?)                  ¿Cuál (de los animales) es? (Which of the animals is it?)                  ¿Cuál es tu animal favorito? (Which is your favourite animal?)                  ¿Qué son? (What are they?)                  Son...(They are...)                  ¿Qué ves? (What do you see?)                  Veo..(I see)</p>			<p>un gato ( a cat)                  un perro (a dog)                  un pez (a fish)                  un oso (a bear)                  un pájaro (a bird)                  un pato (a duck)                  un caballo (a horse)                  una rana (a frog)                  una oveja (a sheep)</p> <p>azul (blue), rojo (red), blanco (white), negro (black), verde (green), amarillo (yellow), pardo (brown), morado (purple)</p>					<p>Learn about Christmas customs in Spain                  Learn a Spanish Christmas song</p>

# Possibilities



	<p>¿Qué número es? (What number is it?)                  ¿Cuántos (perros) hay? (How many (dogs) are there?)                  ¿De qué color es (la manzana)? (What colour is the apple?)                  ¿De qué color son (las manzanas)? (What colour are the apples?)</p>		<p>Hay Es/Son</p>	<p>una manzana / las manzanas                  una pera / las peras                  una ciruela / las ciruelas                  una fresa / las fresas  <u>una naranja / las naranjas</u>                  los días de la semana - lunes, martes, miércoles, jueves, viernes, sábado, <u>domingo</u>                  un trozo de pastel de chocolate                  un pepino                  un helado                  una loncha de queso                  una rodaja de salchichón                  una piruela                  una porción de tarta de frutas                  una salchicha                  una magdalena                  un trozo de sandía</p>	<p>un, uno, una dos tres cuatro cinco seis siete ocho nueve diez</p>			
	<p>¿Qué quieres? (What do you want?)                  Quiero un / una... (I want a )</p>			<p>una ensalada (a salad), una hamburguesa (a hamburger), una limonada (a lemonade), una fruta (a fruit), unas patatas fritas (some chips),</p>			<p>Por favor (please)                  Gracias (thank you)                  De nada (you're welcome)</p>	

# Possibilities



						un perrito caliente (a hot dog), un helado (an ice cream), un zumo (a juice), un bocadillo (a sandwich).				
Y 4	Señora, tengo un problema ¿Puede ayudarme? Empareja...c on... No sé ¡Un aplauso!	¿De qué color es (What colour is)? ¿Cuántos ... hay? (How many... are there?) ¿Qué día es (hoy)? (What day is it (today)? ¿Qué fecha es (hoy)? (What date is it (today)? ¿Cuándo es tu cumpleaños? (When is your birthday?) Mi cumpleaños es el...de...	pero y / menos	Es/Son Tiene Está (feliz) Hay	los días de la semana (revision of days of the week) los meses - enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre el verano (summer), el invierno (winter), el otoño (autumn), la primavera (spring) Papá Noel un pinguino un regalo un reno un árbol de Navidad un duende un muñeco de nieve una hada una estrella una campana	los números 1 1- 31 once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho , diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno	Punto de interrogación Punto de exclamación	¡Feliz Cumpleaños! ¡Felicidades! ¡Qué lastima! ¡Qué horror! ¡Oye! ¡Mira! ¡Vamos! ¡Vale!	Singing Happy Birthday in Spanish	

# Possibilities



				el cumpleaños una tarjeta una fiesta un regalo un globo una tarta los amigos una pelota una flor (flores) el mejor delicioso maravilloso magnífico				
		En mi opinión Pienso que Arriba (at the top / above) Abajo (at the bottom / below) A la izquierda (to the left) A la derecha (to the right) En el centro (in the centre) encima de (on top of) debajo de (underneath)	Es / No es Hay / No hay Tiene / No tiene	un círculo (a circle), un triángulo (a triangle), un cuadrado (a square), un rectángulo (a rectangle), un óvalo (an oval), un punto (a dot), un ojo (an eye), una estrella (a star), una espiral (a spiral), una estrella (a star), colours - rojo, azul, verde, amarillo, violeta, marrón, gris, blanco, negro, rosa, naranja, other adjectives - recto (straight) curvo (curved), pequeño				

# Possibilities



al lado de  
(next to)

(small), grande  
(big), fino  
(thin), grueso  
(thick)

(un ojo) / los  
ojos (eyes), el  
pelo (hair), (el  
diente)/los  
dientes (teeth),  
(el mentón -  
chin), la cabeza  
(head), la cara  
(face), (la  
mejilla - cheek),  
(la ceja -  
eyebrow), la  
nariz (nose), la  
piel (skin), la  
boca (mouth),  
la oreja / las  
orejas (ears),  
(las pestañas -  
eyelashes) +  
adjectives  
above

la mano (hand),  
la pierna (leg),  
la garganta  
(throat), la  
espalda (back),  
la rodilla  
(knee), el  
estómago

A - a, B -  
bé, C - thé,  
D - dé, E -  
é, F - effé,  
G - jé, H -  
aché, I -  
ee, J - jota,  
K - ka, L -  
ellé, M -  
emé, N -  
ené, O - o,  
P - pé, Q -  
koo, R -  
erré, S -  
esé, T - té,  
U - ubé, W  
- ubé  
doblé, X -  
ekeys, Y -  
yé, Z -  
theta

¿Cómo se  
llama?  
(What is  
he/she  
called?  
¿Cómo se  
escribe?  
(How do you  
spell that?)  
¿Tienes..?  
(Do you  
have..?)

¿De qué color  
son tus ojos?  
(What colour  
are your  
eyes?)  
¿y el pelo?  
(And your  
hair)

Tengo

(stomach), el  
brazo (arm), el  
pie (foot)

un hermano  
(brother), una  
hermana  
(sister), una  
madre  
(mother), un  
padre (father),  
los padres  
(parents), un  
abuelo  
(grandfather),  
una abuela  
(grandmother)

los ojos azules,  
verdes, grises,  
negros,  
marrones  
(blue, green,  
grey, black,  
brown eyes)  
el pelo largo,  
corto,  
mediano, liso,  
rizado,  
ondulado,  
rubio, moreno,  
castaño,  
marrón, negro,  
rojo (long,  
short, medium,



# Possibilities



Y 5	<p>Signal a problem: Señor(a), tengo un problema</p> <p>Ask for help and give a detail: ¿Puede ayudarme con ... (número 2, el texto, el diccionario)?</p> <p>Ask for other things: ¿Puedo trabajar con Josh?</p> <p>Levantaos (Stand up)</p> <p>Sentaos (Sit down)</p> <p>Escuchad (Listen)</p> <p>Mirad (Look/Watch)</p> <p>Hablad (Speak)</p> <p>Escribid (Write)</p> <p>Trabajad en pareja(s) (Work in pairs)</p> <p>Sacad las cosas (Get your things out)</p> <p>Dibujad (Draw)</p>	<p>Introduce question words (with gestures)</p> <p>¿Cómo?</p> <p>¿Qué?</p> <p>¿Dónde?</p> <p>¿Cuándo?</p> <p>¿Quién?</p> <p>¿Con quién?</p> <p>¿Cuánto?</p> <p>¿Cuántos?</p> <p>¿Cuál?</p> <p>¿Qué hora es?</p> <p>(What time is it?)</p> <p>Es la una / Son las cinco.</p> <p>(It's one o'clock, It's five o'clock)</p> <p>¿A qué hora desayunas?</p> <p>(What time do you have breakfast?)</p> <p>¿Qué desayunas?</p> <p>(What do you have for breakfast?)</p> <p>¿A qué hora comes en el colegio?</p> <p>(What time do you have lunch in school?)</p> <p>¿Qué te gusta comer / beber?</p> <p>(What do you like eating / drinking?)</p> <p>¿Qué prefieres?</p>	A las... (at ... o'clock)	Desayuno (I have for breakfast) <p>Me gusta (n) (I like)</p> <p>No me gusta (n) (I don't like)</p> <p>Como (I eat)</p> <p>Bebo (I drink)</p> <p>Meriendo (I have tea)</p> <p>Ceno (I have dinner)</p>	un yogur (a yoghurt), cereales (los) (cereals), pan (el) (bread), una tostada (a piece of toast), fruta (la) (fruit), mantequilla (la) (butter), mermelada (la) (jam), leche (la) (milk), té (el) (tea), café (el) (coffee), chocolate caliente (el) (hot chocolate), zumo de naranja (el) (orange juice)	5 x tableta, cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y cinco, cincuenta	los pronombres (pronouns) <p>los verbos regulares (regular verbs)</p>	Punto de interrogación <p>Punto de exclamación</p>	
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# Possibilities



Comida del cole / Comida de casa (School dinners / Packed lunch) ¿A qué hora comes, meriendas, cenas? (What time do you have lunch, have tea, have dinner?)

¿Cómo se pronuncia? (How do you pronounce?)  
 ¿Te gusta (el rugby)? (Do you like (rugby)?)  
 ¿Qué deportes sabes practicar? (What sports can you play?)

Los lunes (On Mondays) etc with rest of the days of the week  
 Todos los días (every day)  
 Una vez a la semana (once a week)  
 Dos veces a la semana (twice a week)  
 A veces (sometime)

Juego al (I play)  
 Practico (I do)  
 Sé practicar / jugar al (I can/know how to do / play)

el fútbol (football), el rugby (rugby), el ciclismo (cycling), el tenis (tennis), el esquí (skiing), el atletismo (athletics), la natación (swimming), la gimnasia (gymnastics)

Look at a couple of sports very popular in Spain e.g. el balonmano - handball or el frontón

Dictionary skills 1) Getting to know the parts of the dictionary 2) learning what the codes mean 3) Practising alphabetical order 4) Practising finding the meanings of new words

# Possibilities



s)  
Nunca  
(never)

Practicar - all parts of  
the verb  
(yo) practico  
(tú) practicas  
(él / ella) practica  
(nosotros) practicamos  
(vosotros) practicáis  
(ellos / ellas) practican

Practico (I do),  
Practicas (you -  
singular do),  
Practica  
(she/he does),  
Practicamos  
(we do),  
Practicáis (You  
plural do),  
Practican (they  
do)

Dad la vuelta  
(Turn around),  
¡Saltad!  
(Jump!), Dad  
un paso a la  
derecha (Take a  
step to the  
right), Toca  
los pies (Touch  
your feet),  
Poned las  
manos arriba  
(Put your hands  
up), Dad un  
paso a la  
izquierda (Take  
a step to the  
left), Poned las  
manos abajo  
(Put your hands

el  
imperativo

# Possibilities



¿Te gusta...?  
(Do you like?) ¿Qué instrumento tocas? (What instrument do you play?) ¿Qué instrumento sabes tocar? (What instrument can you play?) ¿Por qué te gusta...? (Why do you like...?)

Porque

Me gusta(n) me encanta(n) odio prefiero toco Sé tocar... creo que es... (because I think it is...)

down)  
el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional el teclado (keyboard), el piano, el saxófono, el tambor (drum), el cajón (Peruvian drum), la flauta (recorder / flute), la batería (drums), la trompeta (trumpet), la guitarra, la zampoña (Peruvian pan pipes that all school children learn) tranquilo / ruidoso (quiet / noisy) emocionante / aburrido (exciting / boring) divertido / serio (fun / serious) tradicional / moderno (traditional / modern)

los pronombres (pronouns) los verbos regulares (regular verbs)

Listening to types of music (including traditional music in Peru and Spain)

Opportunity to develop dictionary skills

# Possibilities



Y 6	Revision of all classroom language as appropriate	Revision of question words (with gestures) ¿Cómo? ¿Qué? ¿Dónde? ¿Cuándo? ¿Quién? ¿Con quién? ¿Cuánto? ¿Cuántos? ¿Cuál? ¿Qué tiempo hace? (What's the weather like?)	en invierno (in winter), en otoño (in autumn), en primavera (in spring), en verano (in summer), a veces (sometimes), normalmente (usually)		Hace buen tiempo (it's good weather), hace calor (it's hot), hace frío (it's cold), hace mal tiempo (it's bad weather), hace sol (it's sunny), hace viento (it's windy), hay niebla (it's foggy), hay tormenta (it's stormy), llueve (it's raining), nieva (it's snowing). el invierno (winter), el otoño (autumn), la primavera (spring), el verano (summer)								
		¿Qué opinas de...? (What do you think of...?) Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer) ¿Te gusta...? (Do you like...?) ¿Por qué te	porque creo que es en (julio) que se llama en muchas fiestas	me gusta(n) me encanta(n) odio prefiero me parece creo hay se llama baila(n) toca(n) canta(n) celebra(n) lleva(n) dura(n)	el país / los países Inglaterra, Alemania, Francia, España, Irlanda  tranquilo / ruidoso (quiet / noisy) emocionante / aburrido (exciting / boring) divertido / serio (fun /							What different countries are known for Knowledge about some key Spanish festivals	

# Possibilities



		<p>gusta..? (Why do you like..?)                  Porque me parece ... (because it seems...)                  Porque creo que es... (because I think it is...)                  ¿De qué color es la bandera? (What colour is the flag)                  ¿Por qué es ... famoso/a? (Why is ... famous?)                  Es famoso/a por ... (It's famous for...)</p>			<p>serious                  bonito / feo (pretty / ugly)                  tradicional / moderno (traditional / modern)                  internacional, turístico, famoso, impresionante</p> <p>las patatas (potatoes), la lluvia (rain), el baile irlandés (Irish dancing), el té (tea), pescado y patatas fritas (fish and chips), la familia real (royal family), las salchichas (sausages), los coches (cars), la cerveza (beer), el queso (cheese), el pan (bread), el vino (wine), el flamenco, la playa (beach), el sol (sun)</p>					
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# Possibilities



¿Qué hay en (España)? (What is there in (Spain))?  
 ¿Cómo se llama? (What is it called?)  
 Se llama...

un río / muchos ríos (a river, lots of rivers)  
 un puerto / muchos puertos (a port, lots of ports)  
 un aeropuerto / muchos aeropuertos (an airport, lots of airports)  
 una playa / muchas playas (a beach, lots of beaches)  
 una montaña / muchas montañas (a mountain, lots of mountains)  
 la ciudad / las ciudades (the town/city - towns/cities)  
 Bilbao, Pamplona, Barcelona, Madrid, Valencia, Granada, Cádiz  
 norte, noreste, este, sureste, sur, suroeste, oeste, noroeste (points of the compass)  
 en la costa

# Possibilities



		<p>¿Qué hay en (Cambridge)? (What is there in (Cambridge)) ?</p>			<p>un castillo (a castle), un mercado (a market), un estadio (a stadium), un centro comercial (a shopping centre), un polideportivo (a sports centre), un cine (a cinema) una piscina (a swimming pool), una universidad (a university), muchas tiendas (lots of shops), muchos museos (lots of museums), muchos parques (lots of parks), muchos restaurantes (lots of restaurants)</p>				
		<p>¿Cuándo es? (When is it?) Es en (julio) (It is in (july)) ¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days).</p>			<p>la fiesta / las fiestas (festival / festivals) la gente (people) la Tomatina / Carnaval / Las Fallas / San Fermín / La feria de abril un instrumento (an instrument) la tradición</p>				

