



Small School. Big Hearts. Big Ambitions

MFL (Spanish) Long Term Plan

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9

Year	Autumn	Spring	Summer
3/4 A	<ul style="list-style-type: none"> To learn the key phonics vowel words. To learn basic greetings and giving your name. To understand and recall orally the numbers 1-10. To ask how old someone is and give own age. To know the remaining key phonics sounds words. To learn some key classroom language. To learn the adjectives of colour. To learn some key facts about Christmas in Spain and make a Christmas card. 	<ul style="list-style-type: none"> To learn the words for key shapes. To combine colour and other adjectives with shapes. To learn how to make nouns plural in Spanish. To learn how to describe where things are in a picture. To use the language to describe pictures. To learn the nouns for parts of the face. To combine adjectives and nouns to describe faces. To use the language to describe faces. Learn/revise Easter greetings and make a card. 	<ul style="list-style-type: none"> To use language for describing hair & eyes. To use language to describe his/her hair and eyes. To learn the nouns for parts of the body. To design and describe a monster picture. To learn the days of the week. To learn numbers 11 – 31. To learn the months of the year. To ask and answer 'What date is it today?'
3/4 B	<ul style="list-style-type: none"> To learn the key phonics vowel words. To learn basic greetings and giving your name. To understand and recall orally the numbers 1-10. To ask how old someone is and give own age. To know the remaining key phonics sounds words. To learn some key classroom language. To learn the nouns for items in a pencil case. To ask 'Do you have a..?' and respond. To ask 'What do you have in your pencil case?' and respond. To practise the sound-writing relationship. To learn some key facts about Christmas in Spain and make a Christmas card. 	<ul style="list-style-type: none"> To learn 9 new nouns - animals - (with the indefinite article). To learn how to make nouns plural in Spanish. To learn how to say 'a' and 'some'. To learn the adjectives of colour. To describe animals with colours. To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language. Learn/revise Easter greetings and make a card. 	<ul style="list-style-type: none"> To learn the days of the week. To learn numbers 11 – 31. To learn the months of the year. To ask and answer 'What date is it today?' Ordering food in a café: To ask 'What would you like?' and respond 'I would like'. In a café - role plays: To ask / answer from memory. To write individual words from memory. To perform and record their group café dialogues.

<p>5/6 A</p>	<ul style="list-style-type: none"> • To recap the most necessary language needed for the classroom. • To revise and extend knowledge of the numbers. • To learn the names of five countries and describe their flags. • To revise adjectival agreement. • To learn some key vocabulary to describe why some countries are well-known. • To give opinions and reasons about what some countries are well-known for. • To learn some key facts about Christmas in Spain and make a Christmas card. 	<ul style="list-style-type: none"> • To learn some key vocabulary to describe why some cities in Spain are well-known. • To give opinions and reasons about what some cities in Spain well-known for. • To say exactly where you live. • To learn words to say what is in a town. • To create sentences to say/write 'there is'/'there is not'. • To embed the new vocabulary for places in the town and have a short conversation. • To use language with more independence to describe places. • To use key verbs in the 3rd person (Hay, Tiene, Está) and key verbs of like/dislike with reasons. • Learn/revise Easter greetings and make a card. 	<ul style="list-style-type: none"> • To use a word list to write a text in response to a picture. • To apply grammar (articles, adjectives [agreement and place], key verb forms, linking words). • To explore a Spanish poem: to practise memory and performance skills. • To understand longer sentences. To practise writing longer sentences from memory. • To learn about famous Spanish festivals. • To give opinions and reasons for liking/disliking/preferring Spanish festivals. • To use key language from this module to describe a festival in the UK.
<p>5/6 B</p>	<ul style="list-style-type: none"> • To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn. • To revise and extend knowledge of the numbers needed to tell the time. • To learn how to ask for and give the time (hour, half and quarter). • To consolidate and extend the ability to ask for / give the time. • To describe what you usually have for breakfast. • To learn how to communicate likes and dislikes. • To learn to use different persons of the regular -AR verb DESAYUNAR. • To write short sentences about what different people eat for breakfast. • To learn how to say you prefer. • To learn some key facts about Christmas in Spain and make a Christmas card. 	<ul style="list-style-type: none"> • To practise saying what you eat and drink for lunch on different days. • To practise looking up new nouns in a dictionary. • To use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them. • To use expressions of frequency to add detail. • To apply phonics knowledge to new language. • To ask for and give opinions about sports. • To talk about the sports you know how to do. • To use two key verbs in the present tense. • Learn/revise Easter greetings and make a card. 	<ul style="list-style-type: none"> • To talk about the sports you do. • To learn expressions of frequency to say how often you do different sports. • To write and adapt sentences to describe the sports you do and when you do them. • To learn the personal pronouns. • To learn the 6 verb endings for –AR verbs and see the formal layout of a verb table. • To use the different parts of 'practicar' to talk about the actions of others. • To use verbs to give instructions. • To extend the range of language to give levels of like / dislike. • To identify different types of music and give likes / dislikes. • To look up new nouns to check for meaning using an online dictionary. • To listen and understand (and join in with) the Spanish version of a popular children's song. • To learn some new adjectives. • To use adjectives to give reasons for liking / disliking music or instruments.

- To practise dialogues asking / answers questions about music and instruments.