

**MFL Content Coverage**

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2						<p><b><u>Core Vocab Unit:</u></b> Salutations</p> <p><b><u>Early Language Unit:</u></b> I'm Learning Spanish</p> <ul style="list-style-type: none"> <li>Identify Spain on a map of the world.</li> <li>Highlight famous Spanish cities.</li> <li>Talk about other countries where Spanish is spoken.</li> <li>Say their name and how they are feeling in Spanish.</li> <li>Count to ten in Spanish.</li> <li>Know salutations and greetings</li> </ul>
3	<p><b><u>Core Vocab Unit:</u></b> Spanish Phonetics/Alphabet</p> <p><b><u>Core Vocab Unit:</u></b> Numbers (1-10)</p>	<p><b><u>Intermediate Language Unit:</u></b> Animals</p> <ul style="list-style-type: none"> <li>Remember all the language from unit 1 (numbers 1-10)</li> <li>Be introduced to ten animals in Spanish</li> <li>Match all the new Spanish words to the appropriate picture</li> <li>Remember the words for at least five animals in Spanish unaided</li> <li>Attempt to spell at least three animals correctly in Spanish</li> </ul>	<p><b><u>Intermediate Language Unit:</u></b> I can...</p> <ul style="list-style-type: none"> <li>Name some common activities</li> <li>Recognise some common Spanish verbs/activities.</li> <li>Use these verbs to convey meaning in English by matching them to their appropriate picture.</li> <li>Use these verbs in the infinitive with puedo...</li> </ul>	<p><b><u>Intermediate Language Unit:</u></b> Fruits</p> <ul style="list-style-type: none"> <li>Name up to 10 fruits in Spanish.</li> <li>Recognise up to 10 fruits in Spanish.</li> <li>Attempt to spell some of these nouns.</li> <li>Ask somebody in Spanish if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> </ul>	<p><b><u>Intermediate Language Unit:</u></b> Vegetables</p> <ul style="list-style-type: none"> <li>Name up to 10 vegetables in Spanish.</li> <li>Recognise up to 10 vegetables in Spanish.</li> <li>Attempt to spell some of these nouns (including the correct article)</li> <li>Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>	<p><b><u>Intermediate Language Unit:</u></b> Instruments</p> <ul style="list-style-type: none"> <li>Name ten instruments in Spanish.</li> <li>Match all the new Spanish words to the appropriate picture.</li> <li>Remember the words for at least five instruments and their correct gender in Spanish, unaided.</li> <li>To say that they play an instrument, of their choice correctly in Spanish.</li> </ul>
4	<p><b><u>Intermediate Language Unit:</u></b> Little Red Riding Hood</p>	<p><b><u>Core Vocab Unit:</u></b> Numbers (1-20)</p> <p><b><u>Intermediate Language Unit:</u></b></p>	<p><b><u>Core Vocab Unit:</u></b> Numbers (20-100)</p> <p><b><u>Intermediate Language Unit:</u></b></p>	<p><b><u>Intermediate Language Unit:</u></b> Do You Have A Pet?</p> <ul style="list-style-type: none"> <li>Repeat, recognise and attempt to spell the eight</li> </ul>	<p><b><u>Core Vocab Unit:</u></b> Days</p> <p><b><u>Core Vocab Unit:</u></b> Months</p>	

	<ul style="list-style-type: none"> <li>• Sit and listen attentively to a familiar fairy tale in Spanish.</li> <li>• Use picture and word cards to recognise and retain key vocabulary from the story.</li> <li>• Name at least three parts of the body in Spanish as seen in the story.</li> <li>• Spell at least three parts of the body in Spanish as seen in the story.</li> </ul>	<b>Presenting Myself</b> <ul style="list-style-type: none"> <li>• Count to 20 in Spanish.</li> <li>• Know salutations and greetings</li> <li>• Say their name and age in Spanish.</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling.</li> <li>• Tell you where they live in Spanish.</li> <li>• Tell you if they are Spanish or English, introducing concept of gender and agreement.</li> </ul>	<b>The Family</b> <ul style="list-style-type: none"> <li>• Say the nouns in Spanish for members of their family.</li> <li>• Know the nouns in Spanish for members of their family.</li> <li>• Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.</li> <li>• Continue to count, reaching 100, to enable students to say the age of various family members.</li> <li>• Understand the concept of mi and mis in Spanish.</li> </ul>	<i>nouns (including the correct article for each) for pets in Spanish.</i> <ul style="list-style-type: none"> <li>• Tell somebody in Spanish if they have or do not have a pet.</li> <li>• Ask somebody else in Spanish if they have a pet.</li> <li>• Tell somebody in Spanish the name of their pet.</li> <li>• Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”).</li> <li>• Know the nouns in Spanish for different pets.</li> </ul>	<b>Intermediate Language</b> <b>Unit:</b> <b>What is the Date?</b> <ul style="list-style-type: none"> <li>• Name and remember the months of the year and days of the week</li> <li>• Know numbers up to 30</li> <li>• Say the months of the year in Spanish.</li> <li>• Recognise the months of the year in Spanish.</li> <li>• Ask when somebody has a birthday and say when they have their birthday.</li> <li>• Say the date in Spanish.</li> <li>• Create a Spanish calendar.</li> <li>• Recognise key dates in the Spanish calendar.</li> </ul>	
5	<b>Intermediate Language</b> <b>Unit:</b> <b>My Home</b> <ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is.</li> <li>• Know the names of rooms in the house in Spanish</li> <li>• Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.</li> <li>• Tell somebody in Spanish what rooms they have or do not have in their home.</li> <li>• Ask somebody else in Spanish what rooms they have or do not have in their home.</li> <li>• Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal</li> </ul>	<b>Intermediate Language</b> <b>Unit:</b> <b>At The Café</b> <ul style="list-style-type: none"> <li>• Order from a selection of foods from a Spanish menu.</li> <li>• Order from a selection of drinks from a Spanish menu.</li> <li>• Order a Spanish breakfast.</li> <li>• Order typical Spanish snacks.</li> <li>• Ask for the bill. Remember how to say hello, goodbye, please and thank you.</li> <li>• Know the nouns in Spanish for different food and drinks</li> </ul>	<b>Core Vocab Unit:</b> <b>Classroom Commands</b> <b>Intermediate Language</b> <b>Unit:</b> <b>In The Classroom</b> <ul style="list-style-type: none"> <li>• Recognise and repeat from memory simple classroom objects and use the correct gender.</li> <li>• Say what they have and do not have in their pencil case.</li> <li>• Recognise and respond to simple classroom commands and praise</li> <li>• Know the nouns in Spanish for different classroom objects</li> </ul>	<b>Core Vocab Unit:</b> <b>Colours</b> <b>Intermediate Language</b> <b>Unit:</b> <b>Clothes</b> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for a variety of clothes in Spanish.</li> <li>• Use the appropriate genders and articles for these clothes.</li> <li>• Describe what they and other people are wearing.</li> <li>• Use the verb PONERSE in Spanish.</li> <li>• Say what they would wear in different weather.</li> <li>• Know the nouns in Spanish for clothes</li> </ul>	<b>Intermediate Language</b> <b>Unit:</b> <b>The Weather</b> <ul style="list-style-type: none"> <li>• Say the vocabulary for weather in Spanish.</li> <li>• Recognise the vocabulary for weather in Spanish.</li> <li>• Ask what the weather is like today.</li> <li>• Say what the weather is like today.</li> <li>• Create a Spanish weather map.</li> <li>• Describe the weather in different regions of Spain using a weather map with symbols.</li> <li>• Name and remember vocabulary associated with the weather and seasons</li> </ul>	

	<i>details such as their name and age).</i>					
6	<p><b>Progressive Language Unit:</b> At the Weekend</p> <ul style="list-style-type: none"> <li>Ask what the time is in Spanish.</li> <li>Tell the time accurately in Spanish.</li> <li>Learn how to say what they do at the weekend in Spanish.</li> <li>Learn to integrate connectives into their work.</li> <li>Present an account of what they do and at what time at the weekend.</li> <li>Know the vocabulary in Spanish associated with time and hobbies</li> </ul>	<p><b>Core Vocab Unit:</b> Christmas</p> <p><b>Progressive Language Unit:</b> Me in the World</p> <ul style="list-style-type: none"> <li>About the many countries in the world that speak Spanish.</li> <li>About different festivals (religious and non-religious) around the world.</li> <li>That we are different and yet all the same.</li> <li>That we can all help to protect our planet.</li> <li>Present an account of different Spanish festivals</li> </ul>	<p><b>Core Vocab Unit:</b> Maths Calculations</p> <p><b>Progressive Language Unit:</b> At School</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school.</li> <li>Tell the time in Spanish.</li> <li>Create a Spanish timetable for school.</li> <li>Use the verb IR in Spanish to say what time they go to school.</li> </ul>	<p><b>Progressive Language Unit:</b> Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>Name ten foods and drinks that are considered good for your health.</li> <li>Name ten foods and drinks that are not considered good for your health.</li> <li>Recognise ten foods and drinks that are considered good for your health.</li> <li>Recognise ten foods and drinks that are not considered good for your health.</li> <li>Say what activities they do to keep in shape during the week.</li> <li>Say in general what they do to keep a healthy lifestyle.</li> <li>Learn to make a healthy recipe in Spanish.</li> </ul>		

**KEY**

Vocabulary

Grammar

Reading

Writing (including spelling)

Speaking and Listening

**Theme Coverage:**

Unit Theme	Greetings	Food	Animals	Me/Family	Activities	Calendar	Home	Clothes	Instruments	Body
When Taught	Year 2 Year 4	Year 3 Year 5 Year 6	Year 3 Year 4	Year 2 Year 4	Year 3 Year 6	Year 4 Year 5 Year 6	Year 5	Year 5	Year 6	Year 4