

**St. John's C of E Primary School**  
**KS2 MFL Spanish Long Term Plan 2022-23**  
 (REVISED July 2022)

Term	Year 3	Year 4	Year 5	Year 6
Notable dates	<b>European Day of Languages: Mon 26<sup>th</sup> Sept 2022:</b> Please spend your lesson this week exploring this with your class. PPT: European Day of Languages (T Drive – Curriculum – LTPs – MFL) Choice of 2 PPTS Lots of activities on Twinkl Useful links: Website: <a href="https://edl.ecml.at">https://edl.ecml.at</a> BBC – Languages – Event – The European Day of Languages, 26th September			
Autumn 1	<b>Aprendo Español</b> (I'm learning Spanish) <b>(ELT)</b>  In this unit the children will learn how to: • Pinpoint Spain and other Spanish speaking countries on a map of the world • Ask and answer the question 'How are you?' in Spanish • Say 'Hello' and 'Goodbye' in Spanish • Ask and answer the question 'What is your name?' in Spanish • Count to ten in Spanish • Say ten colours in Spanish  <b>Fonética</b> (Spanish Phonics), LESSON: 1 <b>CH/J (Core)</b>  In this lesson the children will learn how to: • say the first 2 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish	<b>Los Instrumentos</b> (Instruments) <b>(ELT)</b>  In this unit the children will learn how to: • Name ten instruments in Spanish • Match all the new Spanish words to the appropriate picture • Remember the words for at least five instruments and their correct gender in Spanish, unaided • To say that they play an instrument, of their choice correctly in Spanish  <b>Fonética</b> (Spanish Phonics), LESSON: 1 <b>RR and LESSON: 2 CA (Core)</b>  In this lesson the children will learn how to: • say sound 5 (RR) and sound 6 (CA) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish	<b>Los Instrumentos</b> (Instruments) <b>(ELT)</b>  In this unit the children will learn how to: • Name ten instruments in Spanish • Match all the new Spanish words to the appropriate picture • Remember the words for at least five instruments and their correct gender in Spanish, unaided • To say that they play an instrument, of their choice correctly in Spanish  <b>Fonética</b> (Spanish Phonics), LESSON: 2 <b>CA/CE (Core)</b>  In this lesson the children will learn how to: • say sound 6 and 7 (CA/CE) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish	<b>GERMAN</b> transition lessons from Moorside High School  Children will be introduced to the German language and where it is spoken. They will learn basic greetings, numbers, colours and hobbies in the target language.  Miss Crossly 9 <sup>th</sup> Sept – 21 <sup>st</sup> Oct
Autumn 2	<b>Los Animales</b> (Animals) <b>(ELT)</b>  In this unit the children will learn how to: • Remember all the language from unit 1: Aprendo Español • Be introduced to ten animals in Spanish • Match all the new Spanish words to the appropriate picture • Remember the words for at least five animals in Spanish unaided • Attempt to spell at least three animals correctly in Spanish  <b>Fonética</b> (Spanish Phonics), LESSON: 1 <b>Ñ/LL (Core)</b>  In this lesson the children will learn how to: • say the next 2 (Ñ/LL) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish	<b>Me Presento</b> (Presenting Myself) <b>(ILT)</b>  In this unit the children will learn how to: • Count to 20 • Say their name and age • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules.  <b>Fonética</b> (Spanish Phonics), LESSON: 2 <b>CE/CI (Core)</b>  In this lesson the children will learn how to: • say sounds 7 and 8 (CE/CI) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish	<b>Me Presento</b> (Presenting Myself) <b>(ILT)</b>  In this unit the children will learn how to: • Count to 20 • Say their name and age • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules.  <b>Fonética</b> (Spanish Phonics), LESSON: 2 <b>CI/CO (Core)</b>  In this lesson the children will learn how to: • say sounds 8 and 9 (CI/CO) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish	<b>Los Instrumentos</b> (Instruments) <b>(ELT)</b>  In this unit the children will learn how to: • Name ten instruments in Spanish • Match all the new Spanish words to the appropriate picture • Remember the words for at least five instruments and their correct gender in Spanish, unaided • To say that they play an instrument, of their choice correctly in Spanish  <b>Fonética</b> (Spanish Phonics), LESSON: 2 <b>CA/CE (Core)</b>  In this lesson the children will learn how to: • say sound 6 and 7 (CA/CE) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish

<p>Spring 1</p>	<p><b>La Fruta</b> (The Fruits) <b>(ELT)</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Name and 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>Fonética</b> (Spanish Phonics), LESSON: 1 <b>RR (Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>• say the next 1 (RR) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish</li> </ul>	<p><b>La Familia</b> (The Family) <b>(ILT)</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Say 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> <p><b>Fonética</b> (Spanish Phonics), LESSON: 2 <b>CO/CU (Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>• say sounds 9 and 10 (CO/CU) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish</li> </ul>	<p><b>La Familia</b> (The Family) <b>(ILT)</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Say 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> <p><b>Fonética</b> (Spanish Phonics), LESSON: 2 <b>CU (Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>• say sound 10 (CU) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish</li> </ul>	<p><b>Me Presento</b> (Presenting Myself) <b>(ILT)</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Count to 20</li> <li>• Say their name and age</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul> <p><b>Fonética</b> (Spanish Phonics), LESSON: 2 <b>CI/CO (Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>• say sounds 8 and 9 (CI/CO) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish</li> </ul>
<p>Spring 2</p>	<p><b>Los Instrumentos</b> (Instruments) <b>(ELT)</b></p> <p>In this unit the children will learn how to:</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> <p><b>Fonética</b> (Spanish Phonics), LESSON: 2 <b>CA/CE (Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>• say sounds 6 and 7 (CA/CE) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish</li> </ul>	<p><b>Desayuno En El Café</b> (At the Cafe) <b>(ILT)</b></p> <p>In this unit the children will learn how to:</p> <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</li> <li>• Remember how to say hello, goodbye, please and thank you.</li> </ul> <p><b>Fonética</b> (Spanish Phonics), Revision of all sounds in LESSON: 1 <b>CH/J/N/LL/RR</b> and LESSON: 2 <b>CA/CE/CI/CO/CU (Core)</b></p> <p>Please use consolidation slides from Lesson 1/2 PPTs.</p>	<p><b>Desayuno En El Café</b> (At the Cafe) <b>(ILT)</b></p> <p>In this unit the children will learn how to:</p> <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</li> <li>• Remember how to say hello, goodbye, please and thank you.</li> </ul> <p><b>Fonética</b> (Spanish Phonics), Revision of all sounds in LESSON: 1 <b>CH/J/N/LL/RR</b> and LESSON: 2 <b>CA/CE/CI/CO/CU (Core)</b></p> <p>Please use consolidation slides from Lesson 1/2 PPTs.</p>	<p><b>La Familia</b> (The Family) <b>(ILT)</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Say 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> <p><b>Fonética</b> (Spanish Phonics), LESSON: 2 <b>CU (Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>• say sound 10 (CU) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish</li> </ul>
<p>Summer 1</p>	<p><b>Los Helados</b> (Ice-creams) <b>(ELT)</b></p> <p>In this unit the children will learn to:</p>	<p><b>¿Tienes una mascota?</b> (Do you have a pet?) <b>(ILT)</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight</li> </ul>	<p><b>¿Tienes una mascota?</b> (Do you have a pet?) <b>(ILT)</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight</li> </ul>	<p><b>SATS</b> (Limited time: Single lessons instead of whole units)</p> <p><b>Los Días</b> (Days) <b>(Core)</b></p> <p>In this lesson the children will learn how to:</p>

	<ul style="list-style-type: none"> <li>Name and recognise up to 10 different flavours for ice creams</li> <li>Ask for an ice-cream in Spanish using 'quisiera'</li> <li>Say what flavour they would like</li> <li>Say whether they would like their ice-cream in a cone or a small pot/tub</li> </ul> <p><b>Fonética</b> (Spanish Phonics), LESSON: <b>2 CI/CO (Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>say sounds 8 and 9 (CI/CO) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish</li> </ul>	<p>nouns (including the correct article for each) for pets in Spanish</p> <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> </ul> <p><b>Fonética</b> (Spanish Phonics), LESSON: <b>3 GA/GE (Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>say sounds 11 and 12 (GA/GE) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish</li> </ul>	<p>nouns (including the correct article for each) for pets in Spanish</p> <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> </ul> <p><b>Fonética</b> (Spanish Phonics), LESSON: <b>3 GA/GE (Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>say sounds 11 and 12 (GA/GE) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Say the names of the days of the week in Spanish</li> <li>Ask somebody in Spanish what day it is</li> <li>Attempt to spell each day in Spanish</li> </ul> <p><b>Los Meses</b> (Months) <b>(Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>Say the names of the months of the week in Spanish</li> <li>Ask somebody in Spanish what month it is</li> <li>Attempt to spell each month in Spanish</li> </ul>
Summer 2	<p><b>Canciones Infantiles</b> (Nursery Rhymes) <b>(ELT)</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Sing familiar nursery rhymes and songs in Spanish</li> <li>explore patterns and sounds of language through songs and rhymes</li> </ul> <p><b>Lesson 1:</b> Estrellita, ¿Dónde Estás? (Twinkle, Twinkle Little Star)</p> <p><b>Lesson 2:</b> Los Pollitos (Little Chicks)</p> <p><b>Lesson 3:</b> En La Granja De Mi Tío (Old MacDonald - On My Uncle's Farm)</p> <p><b>Fonética</b> (Spanish Phonics), LESSON: <b>2 CU (Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>say sound 10 (CU) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish</li> </ul>	<p><b>Revision of any units that need revisiting.</b></p> <p><b>Additional if needed:</b> See Year 3 Summer 1: <b>Los Helados (Ice-creams) (ELT)</b></p>	<p><b>Revision of any units that need revisiting.</b></p> <p><b>Additional if needed:</b> See Year 3 Summer 1: <b>Los Helados (Ice-creams) (ELT)</b></p>	<p><b>End of Year Production</b> (Limited time: Single lessons / revision instead of whole units)</p> <p><b>Los Comandos En Clase</b> (Classroom Commands) <b>(Core)</b></p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> <li>Say some classroom commands in Spanish</li> <li>Respond to some classroom commands with actions/mime</li> </ul> <p><b>Revision of any units that need revisiting.</b></p>

**Key: TEACHING TYPE: ELT – Early Language Teaching, ILT – Intermediate Language Teaching, Core – Core Vocabulary**

### Notes:

All resources accessed via [www.languageangels.com](http://www.languageangels.com) (Go to: **Teacher Dashboard – Early Language Teaching** or **Core Vocabulary** block.)

02/09/21 – Free trial activated, login details received – U/N & P/W: **st-johns-wetleyrocks**

18/10/21 – Subscription purchased (1 year – Expires Nov 1<sup>st</sup> 2022)

Home Learning login (Please give to pupils) – U/N: **sPrim7201**, P/W: **lahome**

**St. John's C of E Primary School**  
**KS2 MFL Spanish**  
**4 Year Language Learning Skills Progression Map**

**Note:** A mixture of skills (Listening / Speaking / Reading / Writing / Grammar) will be addressed during each unit / lesson and will be repeated to ensure full coverage by the end of the academic year.

**2021-22:** Every year group covered the skills in the 'First Year' column as they all started the programme together.

**2022-23:** Year group coverage will follow the dated progression table below.

<b>NC PoS End of KS2 Objective</b>	<b>First Year</b>	<b>Second Year</b> (Assuming at least 1 year of previous foreign language learning)	<b>Third Year</b> (Assuming at least 2 years of previous foreign language learning)	<b>Fourth Year</b> (Assuming at least 3 years of previous foreign language learning)
<b>Listening</b> - 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.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<b>Speaking</b> - 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.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate
<b>Reading</b> - 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	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1.' Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2.' Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3.'	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
<b>Writing</b> - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Write familiar words & short phrases using a model or vocabulary list. E.g. 'I play the piano.' 'I like apples.'	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. E.g. My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. E.g. My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g. A presentation or description of a typical school day including subjects, time and opinions.
<b>Grammar</b> - Describe people, places, things and actions orally and in writing.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. E.g. 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (E.g. 'the,' 'a' or 'some'). Introduce simple adjectival agreement (E.g. adjectival agreement when describing nationality), the negative form and possessive adjectives. E.g. 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (E.g. definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (E.g. 'I wear....' 'he/she wears...') and also be able to describe clothes in terms of colour, E.g. 'My blue coat.'	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (E.g. which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. E.g. 'to go,' 'to do,' 'to have' and 'to be.'

Below is a progression table to show the four year roll out of Language Learning Skills above for each cohort.

<b>Academic Year</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>2021-22</b>	First Year	First Year	First Year	First Year
<b>2022-23</b>	First Year	Second Year	Second Year	Second Year
<b>2023-24</b>	First Year	Second Year	Third Year	Third Year
<b>2024-25</b>	First Year	Second Year	Third Year	Fourth Year

## Updates

### **2022 – 2023**

### **2021 – 2022**

February: LTP revised end of Spring 1 after discussions with staff regarding actual learning achieved to date, and with consideration to time constraints/timetabling of other subjects/SATS taking precedence.

**Year 3:** Managing a lesson a fortnight, alternating with Music. Enjoying learning Spanish!

**Year 4:** Completed first unit over the 3 half terms, limited time (20 mins a week) due to Swimming. Class enjoying it so far.

**Year 5:** Completed first unit over the 3 half terms. Teacher and pupils enjoying the resources.

**Year 6:** Recovery curriculum took priority, a little of unit 1 completed. 7 weeks of German lessons from Moorside High School delivered in Autumn 2 as part of transition. Single (Core) lessons proposed in Summer 1 to dip in and out of during SATS period.

July 2022 – This year's coverage confirmed so will tweak next year's LTP to ensure full NC coverage achieved across units.