



## MFL (Spanish) Key learning

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS												
2-year cycle	<b>Cycle A Autumn</b>		<b>Spring</b>		<b>Summer</b>		<b>Cycle B Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Main theme	<b>Eureka</b>		<b>Globetrotters</b>		<b>Tomb raiders</b>		<b>Stones n bones</b>		<b>Extreme Earth</b>		<b>As Mad as a hatter</b>	
	Phonics 1 & 2 Red Riding Hood	<b>Seasons</b>	<b>Vegetables</b>	<b>Ice cream</b>	<b>Shapes</b>	<b>My family</b>	Phonics 1 & 2 I am Learning Spanish	<b>Animals</b>	<b>Fruits</b>	<b>I know How..</b>	<b>Presenting myself</b>	<b>Habitats</b>
Y3 & 4 mixed age	1.To learn the sounds: ch j ñ ll rr  2.To learn the sounds: ca ce ci co cu  3.To sit and listen attentively to a familiar fairy tale in Spanish. 4.Use picture and word cards to recognise and	1.To recognise, recall and remember the 4 seasons in Spanish. 2. To recognise, recall and remember a short phrase for each season in Spanish. 3. Say which season is	1.To name and recognise up to 10 vegetables in Spanish. 2.To attempt to spell some of these nouns (including the correct article) 3.Learn simple vocabulary to facilitate a role play	1.To name and recognise up to 10 different flavours for ice creams. 2.To ask for an ice-cream in Spanish using 'quisiera'. 3.To say what flavour they would like.	1. To name and recognise up to 10 shapes in Spanish. 2. To attempt to spell some of these nouns. 3. To recognise that nouns are commonl y	1 To use the nouns and articles/determiners for family members in Spanish. 2. To move from using the article/determiner 'a/an' with a family member to using the possessive adjective	1.To learn the sounds: ch j ñ ll rr  2.To learn the sounds: ca ce ci co cu  3. To find Spain on a map and be able to recall at least 1 Spanish-speaking country. • 3. To use key greetings.	1. To recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. 2.Understand better that articles/determiners have more options in	1. To name and recognise up to 10 fruits in Spanish. 2.Attempt to spell some of these nouns. 3.To ask somebody in Spanish if they like a	1. To recognise, recall and spell 10 action verbs in Spanish. 2. To use these verbs in the infinitive to form positive and negative sentence structures	1. To use basic greetings in Spanish, ask somebody how they are feeling and reply when asked. 2. To ask somebody their name in Spanish and reply when asked. 3. To recall the numbers 1-10 and	1. To explain in Spanish the key elements animals and plants need to survive in their habitat. 2. To give examples in Spanish of the most common habitats for plants and animals and



<p>retain key vocabulary from the story. 5.Name and spell at least four parts of the body in Spanish as seen in the story.</p>	<p>their favourite in Spanish 4. To attempt to say why using the conjunctions 'y' and 'porque'.</p>	<p>about buying vegetables from a market stall. 4.Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>	<p>4. To say whether they would like their ice-cream in a cone or a small pot/tub.</p>	<p>associated with an article in Spanish and in this case 'un' or 'una'. 4. To have an opportunity to learn and/or revise numbers 1-5.</p>	<p>'my' in Spanish. 3. To answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?) in Spanish. 4. To introduce family members in Spanish, using 'se llama' (he/she is called). 5. To use my knowledge of larger numbers in Spanish to be able to describe the age of family members.</p>	<p>4. To ask and answer the question 'How are you?' in Spanish. 5. To ask and answer the question 'What is your name?' in Spanish. 6.To count to 10 in Spanish. 7. To read, write, say, and recognise 10 colours in Spanish.</p>	<p>Spanish than they do in English. 3. To use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be)</p>	<p>particular fruit. 4. To Say what fruits they like and dislike.</p>	<p>with 'sé' (I know how to...) / 'no sé' (I do not know how to ..). 3. To attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) &amp; 'pero' (but).</p>	<p>count from 11-20 in Spanish. 4. To ask somebody how old they are in Spanish and reply when asked. 5. To ask somebody where they live in Spanish and reply when asked. 6. To express their nationality in Spanish and understand basic gender agreement rules.</p>	<p>name an example of these habitats. 3. To explain in Spanish which animals live in these different habitats. 4. To give examples in Spanish of which plants live in these different habitats.</p>
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Main theme	Behind enemy lines		What a wonderful world		Rotten Romans		Vikings and Anglo Saxons		Time travellers		A better tomorrow	
	Phonics 3 & 4 The Date	Do you have a pet	My Home	What's the weather	Goldilocks and the 3 bears	The Romans	Phonics 3 & 4 The Classroom	Traditions and Celebration	At the cafe	Clothes	The Weekend	Healthy Lifestyles
Y5 & 6 mixed age	1.To learn the sounds: ga ge gi go gu 2.To learn the sounds: b v cc qu z 3. To recognise and recall the 7 days of the week in Spanish. 4. To recognise and recall the 12 months of the year in Spanish. 5.To recognise and recall numbers 1-31 in Spanish. To ask and answer the question '¿Qué fecha es hoy?' (What is	1 To repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. 2. To tell somebody in Spanish if they have or do not have a pet. 3. To ask somebody else in Spanish if they have a pet. 4.To tell somebody	1. To say whether they live in a house or an apartment and say where it is. 2. To repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. 3. To tell somebody in Spanish what rooms they have or do not have in their home. 4. To ask	1.To repeat and recognise the vocabulary for weather in Spanish. 2. To ask and say what the weather is like today. 3. To create a Spanish weather map. 4. To describe the weather in different regions of Spain using a weather map with symbols.	1.To recognise, understand and remember more of the new language with in the story 2. To increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. 3. To increase their	1.To listen attentively to longer passages in Spanish and to decode using cognates. 2. To understand more of what they hear and read using a listening activity to help decode unknown language. 3. To know the name of 7 Roman gods and goddesses and will link them to the days of the	1.To learn the sounds: ga ge gi go gu 2.To learn the sounds: b v cc qu z 3. To remember and recall 12 classroom objects with their indefinite article. 4. To replace an indefinite article with a possessive adjective. 5.To say and write what they have and do not have in their pencil case.	1. To use key Spanish question words related to famous traditions and celebrations in Spanish-speaking countries in Spanish. 2. To respond to questions related to famous traditions and celebrations in Spanish-speaking countries in Spanish.	1. To remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria. 2. To understand better how to change a singular noun to	1. To repeat and recognise the vocabulary for a variety of clothes in Spanish. 2. Use the appropriate genders and articles for these clothes. 3. Use the verb LLEVAR in Spanish with increasing confidence.	1. To ask what the time is in Spanish. 2. To tell the time accurately in Spanish. 3. To learn how to say what they do at the weekend in Spanish. 3. To learn to integrate conjunctions into their work. 4 To present an	1.To name and recognise 10 foods and drinks considered good for your health. 2. Name and recognise 10 foods and drinks not considered good for your health. 3.To say what activities they do to keep in shape during the week. 4. To say in general what they do to maintain a healthy lifestyle. 5. To learn how to make a



	<p>the date today?) in Spanish. 6. To ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish.</p>	<p>in Spanish the name of their pet. 5.To attempt to create a longer phrase using the conjunction y ("and") or pero ("but").</p>	<p>somebody in Spanish what rooms they have or do not have in their home. 5. To attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</p>		<p>thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases. 4. To attempt to spell in Spanish.</p>	<p>week in Spanish. 4. To know all about key Roman inventions. 5. The negative structure in Spanish and will present to the class as a rich and/or poor child.</p>		<p>3. To express an opinion about a tradition or celebration in Spanish using the structure 'Es una fiesta + adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement in the description. 4. To develop an appreciation of traditions and celebrations different to their</p>	<p>plural form. 3.Perform a short role-play ordering what they would like to eat and drink.</p>	<p>4. To say what they wear in different weather/situations 5.Describe clothes in terms of their colour and apply adjectival agreement. 6. Use the possessives with increased accuracy.</p>	<p>account of what they do and at what time at the weekend</p>	<p>healthy recipe in Spanish.</p>
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