

MFL (Spanish) at Abingdon Primary School



Our Bespoke Drivers



Role Models of all
protected
characteristics



Accessing our local
area and all it offers



The Power of Word




We use 'Language Angels' scheme of work

Spanish is taught in PPA by a Spanish –speaking member of staff




How Learning Across Our School is Sequenced?

Cycle A – 2025-26				
ABINGDON PRIMARY SCHOOL – MFL Spanish Yearly overview Cycle A				
				
CURRICULUM AREA	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	Phonics 1 & 2 Red Riding Hood		Phonics 3 & 4 The Date	
Autumn 2	Seasons		Do you have a pet?	
Spring 1	Vegetables		My Home	
Spring 2	Ice-creams		What is the Weather?	
Summer 1	My Family		At School	
Summer 2	In the classroom		Me in the World	

In UKS2 the learning is based upon the 'Intermediate Units' leading to the 'Progressive Units' at the end of the year.

Across the 2 cycles each key stage has repeated phonics learning.

In LKS2 the learning is based on the 'Early Language Teaching units' leading to the 'intermediate teaching units' towards the end of year

Cycle B 2024-25				
ABINGDON PRIMARY SCHOOL – MFL Spanish Yearly overview Cycle B				
KS2 Mixed Age Classes with some previous experience Unit Planner				
				
CURRICULUM AREA	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	Phonics 1 & 2 I am Learning Spanish		Phonics 3 & 4 The Classroom	
Autumn 2	Animals		Traditions and celebrations	
Spring 1	Fruits		At the Café	
Spring 2	I know how		Clothes	
Summer 1	Presenting Myself		The Weekend	
Summer 2	Habitats		Healthy Lifestyles	

Vocabulary

Las estaciones

el invierno la primavera el verano el otoño
 nieva hace frío las flores crecen los pájaros cantan
 hace sol hace calor los árboles pierden sus hojas

Las estaciones

Nombre Clase

Unit Glossary

	Spanish	English
	las estaciones	the seasons
	el invierno	winter
	la primavera	spring
	el verano	summer
	el otoño	autumn
	En invierno...	In winter...
	En primavera...	In spring...
	En verano...	In summer...
	En otoño...	In autumn...
	Hace frío.	It is cold.

	Spanish	English
	Nieva.	It snows.
	Las flores crecen.	The flowers grow.
	Los pájaros cantan.	The birds sing.
	Hace sol.	It is sunny.
	Hace calor.	It is hot.
	Los árboles pierden sus hojas.	The trees lose their leaves.
	¿Cuál es tu estación favorita?	Which is your favourite season?
	Mi estación favorita es...	My favourite season is...
	y	and
	porque	because

This links to The Power of Word – understanding the power that vocabulary can have.

Where in other subjects we have a vocabulary staircase, this does not work in Spanish as each unit has very discreet language. Instead each unit has dual –coded word mats and glossaries to support the teaching of vocabulary

How are knowledge and skills built on through school?

Using the scheme the learning progresses as shown.

We teach in mixed year groups therefore we work towards end of Key Stage.

MFL Progression Grid KS2				
CURRICULUM AREA	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		(Assuming at least 1 year of previous foreign language learning)	(Assuming at least 2 years of previous foreign language learning)	(Assuming at least 3 years of previous foreign language learning)
Listening	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.
Speaking	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.
Reading	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 Phonics & Pronunciation 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.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: '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. EG: 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. EG: 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. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: '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 (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: 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. EG: 'to go', 'to do', 'to have' and 'to be'.



MFL (Spanish) Key learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
2-year cycle	Cycle A Autumn		Spring	Summer	Cycle B Autumn	
Main theme	Eureka		Globetrotters	Tomb raiders	Stones n bones	Extreme Earth
	Phonics 1 & 2 Red Riding Hood	Seasons	Vegetables	Ice cream	Shapes	My family
Y3 & 4 mixed age	<p>1.To learn the sounds: ch j ñ ll rr</p> <p>2.To learn the sounds: ca ce ci co cu</p> <p>3.To sit and listen attentively to a familiar fairy tale in Spanish.</p> <p>4.Use picture and word cards to recognise and</p>	<p>1.To recognise, recall and remember the 4 seasons in Spanish.</p> <p>2. To recognise, recall and remember a short phrase for each season in Spanish.</p> <p>3. Say which season is</p>	<p>1.To name and recognise up to 10 vegetables in Spanish.</p> <p>2.To attempt to spell some of these nouns (including the correct article)</p> <p>3.Learn simple vocabulary to facilitate a role play</p>	<p>1.To name and recognise up to 10 different flavours for ice creams.</p> <p>2.To ask for an ice-cream in Spanish using 'quisiera'.</p> <p>3.To say what flavour they would like.</p>	<p>1. To name and recognise up to 10 shapes in Spanish.</p> <p>2. To attempt to spell some of these nouns.</p> <p>3. To recognise that nouns are commonly</p>	<p>1 To use the nouns and articles/determiners for family members in Spanish.</p> <p>2. To move from using the article/determiner 'a/an' with a family member to using the possessive adjective</p>

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	<p>1.To learn the sounds: ga ge gi go gu</p> <p>2.To learn the sounds: b v cc qu z</p> <p>3. To recognise and recall the 7 days of the week in Spanish.</p> <p>4. To recognise and recall the 12 months of the year in Spanish.</p> <p>5.To recognise and recall numbers 1-31 in Spanish.</p> <p>To ask and answer the question '¿Qué fecha es hoy?' (What is today?) in Spanish.</p> <p>6. To ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish.</p>	<p>1 To repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish.</p> <p>2. To tell somebody in Spanish if they have or do not have a pet.</p> <p>3. To ask somebody else in Spanish if they have a pet.</p> <p>4.To tell somebody the name of their pet.</p> <p>5.To attempt to create a longer phrase using the conjunctions 'y' ("and") or 'pero' ("but").</p>	<p>1. To say whether they live in a house or an apartment and say where it is.</p> <p>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.</p> <p>3. To tell somebody in Spanish what rooms they have or do not have in their home.</p> <p>4. To ask Spanish what rooms they have or do not have in their home.</p> <p>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>1.To repeat and recognise the vocabulary for weather in Spanish.</p> <p>2. To ask and say what the weather is like today.</p> <p>3. To create a Spanish weather map.</p> <p>4. To describe the weather in different regions of Spain using a weather map with symbols.</p>	<p>1.To recognise, understand and remember more of the new language with in the story</p> <p>2. To increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish.</p> <p>3. To increase their and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases.</p> <p>4. To attempt to spell in Spanish.</p>	<p>1.To listen attentively to longer passages in Spanish and to decode using cognates.</p> <p>2. To understand more of what they hear and read using a listening activity to help decode unknown language.</p> <p>3. To know the name of 7 Roman gods and goddesses and will link them to the days of the week.</p> <p>4. To know all about key Roman inventions.</p> <p>5. The negative structure in Spanish and will present to the class as a rich and/or poor child.</p>	<p>1.To learn the sounds: ga ge gi go gu</p> <p>2.To learn the sounds: b v cc qu z</p> <p>3. To remember and recall 12 classroom objects with their indefinite article.</p> <p>4. To replace an indefinite article with a possessive adjective.</p> <p>5.To say and write what they have and do not have in their pencil case.</p>	<p>1. To use key Spanish question words related to famous traditions and celebrations in Spanish.</p> <p>2. To respond to questions related to famous traditions and celebrations in Spanish-speaking countries in Spanish.</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.</p> <p>4. To develop an appreciation of traditions and celebrations different to their own culture</p>	<p>1. To remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria.</p> <p>2. To understand better how to change a singular noun to form.</p> <p>3.Perform a short role-play ordering what they would like to eat and drink.</p>	<p>1. To repeat and recognise the vocabulary for a variety of clothes in Spanish.</p> <p>2. Use the appropriate genders and articles for these clothes.</p> <p>3. Use the verb LLEVAR in Spanish with increasing confidence.</p> <p>4 To present an</p>	<p>1. To ask what the time is in Spanish.</p> <p>2. To tell the time accurately in Spanish.</p> <p>3. To learn how to say what they do at the weekend in Spanish.</p> <p>3. To learn to integrate conjunctions into their work.</p> <p>4 To present an</p>	<p>1.To name and recognise 10 foods and drinks considered good for your health.</p> <p>2. Name and recognise 10 foods and drinks not considered good for your health.</p> <p>3.To say what activities they do to keep in shape during the week.</p> <p>4. To say in general what they do to maintain a healthy lifestyle.</p> <p>5. To learn how to make a</p>

Medium term plans

Las estaciones (Seasons)

Lesson 1

In this lesson pupils will learn how to recognise, recall and spell the four different seasons in the foreign language.

Lesson 2

In this lesson pupils will learn about what happens in winter and will also learn how to say and/or write a short sentence about this season in the foreign language.

Lesson 3

In this lesson pupils will consolidate all knowledge from last lesson and will progress to learning about what happens in spring with the aim of saying and/or writing a short sentence about this season in the foreign language.

Lesson 4

In this lesson pupils will consolidate all knowledge from last lesson and will progress to learning about what happens in summer with the aim of saying and/or writing a short sentence about this season in the foreign language.

Lesson 5

In this lesson pupils will consolidate all knowledge from last lesson and will progress to learning about what happens in autumn with the aim of saying and/or writing a short sentence about this season in the foreign language. Pupils will also be given the tools to be able to ask and answer (with justification) the question 'what is your favourite season?' in the foreign language.

Lesson 6

In this lesson pupils will revise and consolidate all language covered in the unit and complete the end unit assessment.

The units are broken down into approximately 6 lessons

Las estaciones (1)

Lesson objectives

To introduce the unit 'Las estaciones'. In this lesson pupils will learn how to name (with accurate pronunciation) and remember the four seasons in Spanish.

Graded Activities

- Explain aim of the lesson: to be able to learn how to say the four seasons in Spanish and to build on any existing knowledge that they already have of this topic in English. The focus of this lesson is therefore not just on learning the four words in Spanish, but to use this new vocabulary to further improve their understanding of the world and the changes in their environment. The animated video provided will encourage a multisensory approach to language learning. No previous knowledge of Spanish or of the seasons in English is required.

5 mins

- Using the 'Las estaciones (1)' PowerPoint and animated video provided, start the lesson. Pupils will learn how to recognise, name, and hopefully remember the four seasons in Spanish. See Teacher Support Notes for a full lesson breakdown.

25 mins

PLENARY: Can the children remember all four seasons in Spanish from memory?

Resources required

- PowerPoint and animated video.
- Colouring in sheets (if teachers wish)

Suggested consolidation exercises/games/songs

- Sing the song at the start/end of other lessons going forward in Spanish.
- Say a season in English and get the class to shout out the season in Spanish.



Each lesson has a lesson plan and a powerpoint with prerecorded audio to support with pronunciation as well as any printable resources required.

Knowledge Organisers

Unit Objective:

To talk about our favourite season in Spanish.

By the end of this unit we will be able to:

- Name, recognise and remember all four seasons in Spanish.
- Say what our favourite season is in Spanish.
- Say why it is our favourite season in Spanish.
- Start to recognise and use the conjunction 'Y' (and) in our spoken and written responses.

It will help if we already know:

- No previous knowledge is necessary as this is a starter unit designed to be used in the early stages of a language learning journey, but it is recommended to teach 'I Am Learning Spanish' before this unit.



Skills we will develop:

Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.

Activities we will complete:

Using our knowledge of the four seasons in English to support our new learning and understanding of the seasons in Spanish via many engaging visual listening and speaking tasks. Learning the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level to support word order and simple sentence structure in Spanish.

Grammar we will learn & revisit:

Articles/determiners. We will start to notice that in Spanish we use an article/determiner before a noun when there is not one in English. For example, spring in Spanish is 'la primavera'. Starting to notice that there are more words for 'the' in Spanish than in English.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **J sound in hojas.** Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.
- **Ñ sound in otoño.** Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word 'canyon'.
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). **Hace** is pronounced without the 'h'. **Hojas** is also pronounced without the 'h'.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **árboles** and **pájaros**.



Vocabulary we will learn & revisit:

The nouns and determiners/articles for the four seasons in Spanish. There is the opportunity to learn a short phrase in Spanish and use this to say what our favourite season is in Spanish and why, using the conjunctions 'Y' (and) and 'porque' (because), featured in the Challenge section.



Las estaciones



el invierno



la primavera



el verano



el otoño



nieva



hace frío



las flores crecen



los pájaros cantan



hace sol



















hace calor




los árboles pierden sus hojas

Each unit has a knowledge organiser as well as vocabulary word banks. These are kept in a pocket at the back of the exercise book.

Las estaciones

Nombre			Clase		
Unit Glossary					
	Spanish	English		Spanish	English
	las estaciones	the seasons		Nieva.	It snows.
	el invierno	winter		Las flores crecen.	The flowers grow.
	la primavera	spring		Los pájaros cantan.	The birds sing.
	el verano	summer		Hace sol.	It is sunny.
	el otoño	autumn		Hace calor.	It is hot.
	En invierno...	In winter...		Los árboles pierden sus hojas.	The trees lose their leaves.
	En primavera...	In spring...		¿Cuál es tu estación favorita?	Which is your favourite season?
	En verano...	In summer...		Mi estación favorita es...	My favourite season is...
	En otoño...	In autumn...		y	and
	Hace frío.	It is cold.		porque	because

Prior learning is shown in the progression grids and the key learning documents from previous years. Discussions are had at the start of each new unit to ensure that the learning starts where necessary. Each lesson also starts with a recap of the previous lesson to support retention of the vocabulary. Flash cards/display words and unit glossaries are also provided to use on displays/working walls/ as a resource.

bailar 

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cantar 

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Key Learning

In each subject we have identified the key learning we want the children to know. This is shared with the children with 'key' images.



Key Learning **MFL (Spanish) Autumn 2 Seasons 1 Cycle A**



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. To say which season is their favourite in Spanish




4. To attempt to say why using the conjunctions 'y' and '

Assessment

We use a number of formative assessment strategies in music:

- Live marking/feedback
- Flash cards for vocabulary knowledge
- Quizzes
- Verbal questioning
- Speaking and listening opportunities
- End of Unit assessments from Language Angels

We assess the children against the key knowledge in each unit.

Nombre: <input type="text"/>	Fecha: <input type="text"/>	Clase: <input type="text"/>	Unit: Las estaciones
Speaking Exercise Can you say any of the following phrases in Spanish? Winter Spring Summer Autumn In summer it is hot.	Listening Exercise Only five of the images below are mentioned in the audio you will hear. Circle the five that you hear mentioned. 	Reading Exercise Can you find and circle the seasons in the short text below? (NB: One season is mentioned twice) Hay cuatro estaciones. El invierno, la primavera, el verano, el otoño. Mi estación favorita es la primavera porque las flores crecen y los pájaros cantan.	Writing Exercise Can you write any of the following phrases in Spanish? Summer: <input type="text"/> In summer: <input type="text"/> And: <input type="text"/> In summer it is sunny: <input type="text"/> In summer it is sunny and it is hot: <input type="text"/>
WORD BANK	el invierno hace calor hace frío	la primavera hace sol en verano	el verano el otoño y en invierno

Assessment	
Working below expectation	Working above expectation

All other children have met expectations

Challenge and Adaptations

We believe that music should be accessible for all. Adaptations are planned into lessons. They might look like:

Use of additional resources – scaffolding (e.g. Visual representations – Dual coding., word banks, flash cards)

Teacher expertise – e.g.; additional processing time, use of talk partners, scribing, modelling. I do , we do you do, pre teaching of vocabulary

Referring back to previous learning and vocabulary. Pre teaching vocabulary

Use of visits and visitors.

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

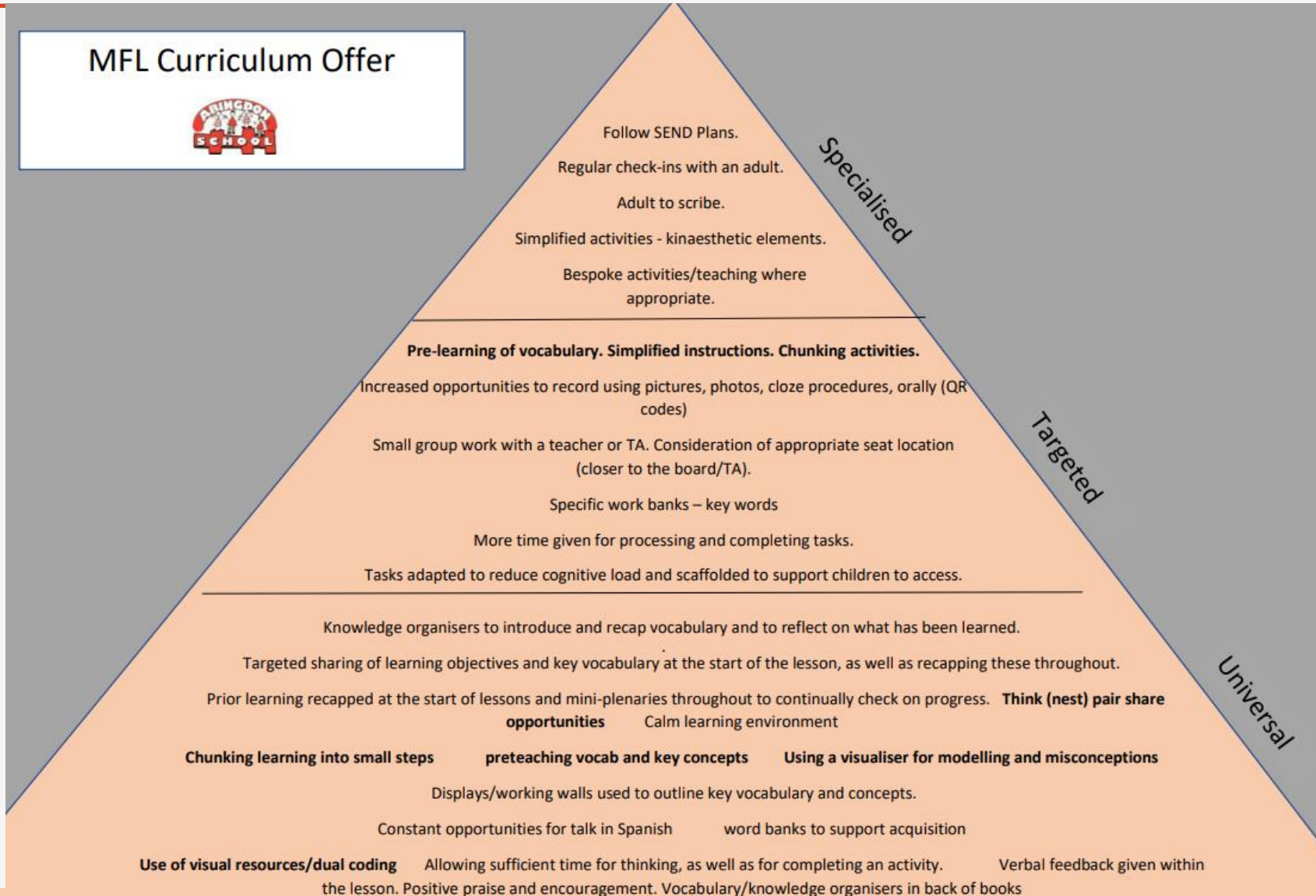


We use the Five a day principle alongside our own current focuses for adaptations:

- 1) "Nest/Pair/Share"
- 2) Pre-teaching of vocabulary and any key concepts
- 3) Visual resources and dual coding across the whole school
- 4) Chunking learning
- 5) Using the visualiser for modelling and misconceptions

Provision Pyramids

MFL Curriculum Offer



What do our children say about our curriculum?

It can be tricky to learn new words in Spanish, but the word banks help.

Spanish is hard to learn but we do it in small bits.