



The Sequence of Learning:



Spanish

Our curriculum is designed to foster pupils' curiosity and love of language learning and to develop an awareness and appreciation of other cultures around them. Spanish is taught in a fun, active and engaging way, which enables them to develop a firm understanding of the language, giving them the confidence to use and present their language skills to a range of audiences. Our teaching programme immerses children in the Spanish language and Hispanic culture, enabling them to make substantial progress throughout their time at Blean and laying the foundations for them to become lifelong language learners. Through authentic spoken and written language models, pupils are able to communicate for practical purposes, express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

Formative assessment is used throughout lessons through observation, questioning, paired work and ongoing vocabulary checks. Summative assessment takes place at the end of units using consistent progression criteria linked directly to the KPIs for each year group. This structured approach will ensure clear skill development across all four language-learning strands and support targeted next steps for learners.

Grammar teaching develops through a clearer spiral model, ensuring concepts are revisited and built upon from Year 3 to Year 6. Key structures such as noun–adjective agreement, question formation, and verb conjugation, including high-frequency verbs in the present tense, will be introduced earlier and revisited more frequently. This approach supports greater fluency, builds confidence in manipulating language and prepares pupils more effectively for written and spoken tasks in upper KS2 and KS3.

MFL: AGE RELATED STATUTORY COVERAGE

Early Learning Goal	KEY STAGE ONE	KEY STAGE TWO
Descriptor of 'expected' in People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities between themselves and others and among families, communities and traditions. Descriptor of 'exceeding' in People and communities:	Pupils should begin to: • Foster an interest in learning another language. • Understand that language has structure and that these differ from one language to another. • Learn about other cultures and understand how these could be different or similar to their own. • Develop their phonics knowledge and understanding in English to be able to 'tune' into language. • Learn basic Spanish vocabulary; for example, greetings, colours, classroom vocabulary and days of the week.	Pupils should be taught to: • 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 the words. • Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help. • Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences. • Appreciate stories, songs, poems and rhymes in the language. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Read carefully and show understanding of words, phrases and simple writing.

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Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	• Learn some basic songs in Spanish to begin developing an understanding of Spanish phonics and vocabulary. • Listen to familiar stories in Spanish for children to hear Spanish in the narrative form.	• Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary. • Describe people, places, things and actions orally and in writing. • Write words from memory and adapt these to create new sentences, to express ideas clearly. • Understand basic grammar appropriate to the language being studied; key features and patterns of the language; and how to apply these, for instance, to build sentences, understand how these differ from or are similar to English. • Develop a broad cultural understanding by learning about different cultures and traditions, and appreciate how these may be similar or different to their own.
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MFL Spanish	Foundational Knowledge	Curriculum Alignment
EYFS	- Listen to and repeat simple Spanish words and greetings. - Explore Spanish through songs and games. - Recognise Spanish culture through stories and visuals.	- Builds early phonetic awareness. - Introduces intercultural understanding. - Encourages curiosity and listening skills.
Year 1	- Learn basic greetings and classroom instructions. - Recognise Spanish numbers and colours. - Sing songs and rhymes in Spanish.	- Supports early language acquisition. - Aligns with KS2 expectations for listening and speaking. - Builds vocabulary through repetition.
Year 2	- Use simple phrases for feelings and preferences. - Identify Spanish days of the week and weather. - Engage in role-play and dialogues.	- Develops confidence in speaking. - Reinforces vocabulary and sentence structure. - Encourages expressive communication.
Year 3	- Describe family and pets in Spanish. - Read and write short phrases. - Explore Spanish festivals and traditions.	- Aligns with KS2 writing and reading expectations. - Builds cultural awareness. - Introduces grammatical structures.
Year 4	- Talk about hobbies and interests. - Use adjectives and opinions. - Listen to authentic Spanish audio.	- Enhances listening comprehension. - Expands vocabulary and grammar. - Encourages independent expression.

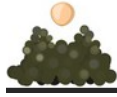
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Year 5	- Describe daily routines and school subjects. - Write short paragraphs. - Compare Spanish and UK cultures.	- Prepares for extended writing. - Deepens intercultural understanding. - Aligns with KS2 curriculum for practical communication.
Year 6	- Use past and future tense in context. - Present information to an audience. - Explore Hispanic countries and geography.	- Builds fluency and confidence. - Prepares for KS3 transition. - Encourages global citizenship and presentation skills.
All Phases	Digital Literacy: Use of translation tools, language-learning apps, and multimedia resources. Sustainability: Exploring global environmental issues through language and culture. Financial Education: Understanding prices, money, and cost of living in Spanish-speaking countries. Citizenship: Developing intercultural understanding, respect, and global citizenship.	



The Sequence of Learning: Spanish



	Speaking and listening	Songs stories and rhymes	Reading and writing	Grammar
Foundation for growth  EYFS	Exposure to simple Spanish greetings and words through songs and classroom routines (e.g., <i>hola, adiós</i>) to build sound awareness, not formal recall expectations. Develop active listening by identifying repeated sounds, rhythms, and intonation in another language. Participate in call-and-response activities to build confidence in listening to unfamiliar sounds.	Enjoy simple Spanish songs with gestures to introduce the idea that languages can sound different. Listen to short bilingual stories to support early curiosity, not comprehension. Use rhythm, repetition and movement to help children tune into new phonemes.	Recognise that different languages use different written forms (e.g., accents, different spellings). Point to and notice Spanish print in the environment (labels, storybooks, displays). Understand that languages have different ways of writing the same idea (e.g., <i>hola/hello</i>).	Begin to understand that languages have different structures (e.g., different word endings or order). Notice simple patterns in repeated phrases (e.g., <i>me llamo...</i> always comes before a name). Explore that languages may have masculine/feminine words, without expecting children to remember or apply this independently.
Seed YR 1 	Listen to key words and repeated phrases in Spanish and respond with gestures or simple spoken words if confident. Join in with simple conversational routines (e.g., greeting songs, answering <i>¿Cómo estás?</i> with an action). Play sound-discrimination games using Spanish phonics (e.g., sorting words by starting sounds).	Build a repertoire of simple Spanish songs linked to classroom themes (days of the week, colours, feelings). Listen to familiar stories retold with Spanish key words to support growing listening confidence.	Recognise familiar Spanish words in print (e.g., colours, numbers) through matching games or classroom labels. Begin to notice simple spelling patterns (e.g., <i>ll, j, z</i>). Copy or trace high-frequency Spanish words if appropriate, but without expectation of accuracy.	Notice that some Spanish words change depending on number (singular/plural) through simple activities (e.g., <i>un perro / dos perros</i>). Begin to recognise basic word order differences (e.g., adjectives after nouns in Spanish). Develop awareness of question intonation in Spanish.

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		Join in with refrains or predictable lines using echo-phrasing.		
Sprouting seed Yr 2 	Respond to simple Spanish questions with rehearsed phrases (e.g., <i>¿Cómo te llamas?</i> with <i>Me llamo...</i>). Join in with short class interactions using set expressions (greetings, colours, age, likes). Show growing confidence in understanding classroom instructions delivered partly in Spanish (sit down, stand up, line up).	Sing a wider range of Spanish songs and repeat refrains independently. Listen to short, simple Spanish stories and identify known words through actions or picture matching. Retell small parts of familiar stories using Spanish key vocabulary.	Recognise a small bank of printed Spanish words and sort them into categories (colours, animals, numbers). Match Spanish text to images in simple reading tasks. Copywrite short familiar words independently (e.g., <i>rojo, gato, lunes</i>).	Use a developing understanding of gender (masculine/feminine) with familiar nouns, supported by colour-coding and modelling. Apply plural -s endings with support in oral or written practice. Begin to understand that verbs show actions and can change form, introduced through simple action songs (e.g., <i>baila, salta</i>).

	Unit	Content Beginning ...	Phonics Beginning ...	Grammar Beginning ...	Language Learning Skills Beginning ...	Skill Level
Sprout Y3 	Autumn 1 A new start KPIs <i>Can</i> <i>Say a greeting</i> <i>Respond to a question about name or feelings</i> <i>Attempt a question – name or feelings</i> <i>Remember some nos between 0-11</i> <i>Say at least 4 colours</i>	Greetings/farewells Ask and answer question: name/ feelings. Explore numbers 0-11. Explore 6 colours	Silent letters H Pronunciation of letters j/z/v Sound spelling uy/ci/ce/ll/ei/ie	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Read some familiar target language words. Copywrite familiar target language words	Sound Spelling Can identify specific sounds /phonemes. Listening Can understand a few familiar spoken words and phrases. Speaking Can say/repeat a few short words and phrases and would be understood by a native speaker. Reading Can recognise and read out a few familiar words and phrases. Writing Can write a few simple words or phrases or symbols as emergent writers of target language. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term
	Autumn 2 Calendar and celebrations KPIs <i>Can:</i> <i>Read and say some adjectives of colour</i> <i>Recognise and say a day of week</i> <i>Attempt to copywrite accurately a day of week</i> <i>Recognise and say most months</i> <i>Attempt to write accurately an important month of year</i>	Colours Commands in class Days of week Months of year Culture: Christmas	Silent letters h Pronunciation j/v Sound spelling ao/me	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Take risks/positive attitude Listen attentively Make educated guesses Make links with other languages.	
	Spring 1 Animals I like and don't like. KPIs. <i>Remember and say animal nouns</i> <i>Write a simple sentence about a favourite animal</i> <i>Recognise a noun in a sentence</i>	Animals (pets) nouns What is it? My favourite animal is ... Story: Animals I see when I walk to school.	Stress on letters à Pronunciation v/j/z Sound spelling rr/ll	Identify a noun Aware of plural nouns Nouns using indefinite article "a" (un/una).	Speak confidently (words and phrases) Imitate pronunciation Ask a question accurately Listen attentively Actions to aid memory Make links with English and home languages. Practise with a friend Write simple sentences using a model.	
	Spring 2 Carnival and using numbers	Revisit numbers 0-11. Revisit colours.	Pronunciation of letters letters j/g/v/z	Intonation when asking a question.	Speak confidently (words and phrases) Actions to aid memory	

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	KPIs <i>Can</i> <i>Recall numbers 0-11</i> <i>Recall personal info questions from Autumn 1</i> <i>Say age</i> <i>Recall some months of year</i> <i>Recall some days of week</i> <i>Attempt to say and write the date</i>	Ask and answer "How old are you?" Read and write dates in Spanish. Participate in a simple dialogue (name, feelings, age). Culture: Carnival Culture :Easter	Sound spelling ce/cu	Forming a question in Spanish. Forming the date in Spanish.	Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages.	
	Summer 1 Fruits, vegetables, hungry giant story KPIs <i>Can:</i> <i>Understand and say fruit/veg nouns</i> <i>Recall numbers 0-15</i> <i>Count fruits</i> <i>Understand, enjoy, join in with story and board game</i> <i>Ask politely for an item</i> <i>Attempt to write a simple sentence using conjunction "and"</i>	Fruits and vegetable nouns Numbers 0-11 Colours I want I would like ... Please Story: The hungry giant story, performance Board game: The hungry giant	Silent letters h Sound spelling za/ia	Polite requests Singular and plural nouns.	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	
	Summer 2 - Going on a picnic - Aliens in Spain - Language Puzzle KPIs <i>Identify and understand familiar colours in a sentence</i> <i>Remember and say familiar colours</i> <i>Understand and join in with a story</i> <i>Ask the question "Where do you live/</i> <i>Respond to the question with "I live in .."</i>	Food and drink for a picnic nouns. Story: going on a picnic Culture: Map and places - in Spain Where do you live? I live in Language Puzzle: using our language detective skills to explore another language.	Silent letters h Pronunciation of letters z/v Sound spelling gua/ll	Polite requests Singular and plural nouns. Asking a question accurately	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	
	Unit	Content Revisit and develop...	Phonics Revisit and develop...	Grammar Revisit and develop...	Language Learning Skills Revisit and develop...	Skill Level

Sapling Y4 	Autumn 1 Welcome to school KPIs <i>Can:</i> <i>answer several questions about themselves</i> <i>ask several questions about a friend</i> <i>understand and respond to classroom instructions</i> <i>recall days of week</i> <i>recall months of year</i> <i>say and write some nouns for places in school</i> <i>say and write some nouns for classroom objects</i>	Recall personal information questions and answers Recall 0-11 and some classroom instructions Say and read numbers 10-20 Recall days and months Names of areas /rooms in school Classroom item nouns Culture: School in Spain	Silent letters h Pronunciation of letters j/v/ñ Sound spelling ce/ll/ci/au/die/vei/iz	Masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Ask question with correct intonation. Read some familiar and unfamiliar target language words. Write familiar target language words from memory.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term
	Autumn 2 My town, your town KPIs <i>Can</i> <i>Listen and respond accurately to sequence of commands</i> <i>Communicate simple instructions</i> <i>Recognise and read places in town nouns</i> <i>Ask and respond appropriately to where something is</i>	Revisit /extend colours Revisit/extend classroom commands Commands of movement and direction Places in town/shops nouns Ask and answer question "Where is ...?" Poem: Bonfire Night Culture: shops and a typical town in Spain Culture: Christmas	Silent letters h Pronunciation ñ Sound spelling ver/zul/tea/jo/llo/ao/ue	Classify masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences) Identify key sounds/silent letters Take risks/positive attitude Listen attentively Make educated guesses Recall previously learnt language.	
	Spring 1 Family tree and faces. KPIs <i>Remember and say nouns for members of family</i> <i>Recognise, understand and say parts of face nouns</i> <i>Write a simple sentence with a part of face and a colour.</i>	Culture: Epiphany in Spain. Family member nouns Recall personal information Parts of the face nouns Simple sentences to describe a face Create an alien face.	Stress on letters á/é/ Silent letters h Pronunciation é/è/ç Sound spelling ue/ll/qué/iz/ja/jos/za	Practise masculine and feminine nouns, singular and plural Explore plural nouns with adjectives in Spanish Practise/use first person singular of verbs to have and to be (ser). Practise asking a question.	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Understand basic grammar	

					Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.	
	Spring 2 Face and body parts KPIs <i>Recognise and use accurately body part nouns</i> <i>Understand simple descriptive sentence about body parts with colour adjectives and size adjectives</i> <i>Say and write simple sentence about for a physical description</i> <i>Follow a simple sequence of physical movement commands</i> <i>Communicate a simple sequence of physical movement commands</i>	Revisit face part nouns Body parts nouns Movement commands Use of “ I have” with physical descriptions in Spanish. Generate simple sentence descriptions, adjective and nouns, to describe an alien.	Silent letters h Pronunciation z/v/j Sound spelling ll/os	Practise Spanish verbs as commands. Explore use of plural nouns Explore use of singular nouns, Practise using colours as adjectives with nouns in Spanish	Speak confidently (words and phrases) Imitate the pronunciation of sounds Use a bilingual dictionary to check spellings or look up new words Make educated guesses of context Actions/games to aid memory Recall and use prior learning Positive attitude Take risks and learn from mistakes Imitate pronunciation	
	Summer 1 - Feeling unwell - Jungle animals KPIs <i>Recall body part nouns</i> <i>Explain what hurts and how feeling</i> <i>Take part in at the doctors’ roleplay</i> <i>Identify jungle animal nouns</i> <i>Remember jungle animal nouns</i> <i>Identify and find meaning of unfamiliar adjectives</i> <i>Understand and join in with a story.</i> <i>Say/write a simple sentence – noun, adjective, conjunction about jungle animals.</i>	Recall body parts nouns Explaining how something hurts Ask the question “What is wrong?” At the doctors ‘ roleplay Jungle animal nouns Adjectives of colour and size to describe animal nouns Story: Walking through the jungle Poem: Jungle animal explorers	Silent letters H Pronunciation i/v Sound spelling ir/re	Revisit intonation when asking a question Using adjectives to describe a noun in Spanish	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.	
	Summer 2 - The weather - Ice creams	Weather statements Weather question. Ice cream flavours	Silent letters h Pronunciation	Can ask for an item politely Asking a question accurately	Speak confidently (words and phrases)	

	Language Puzzle KPIs <i>Can:</i> Read and understand 3 simple sentences about the weather Say and write 3 simple sentences about the weather Understand some ice cream flavours Describe a favourite ice cream Participate in a buy an ice cream roleplay	Buying an ice cream dialogues Ice creams- I love, like, dislike Culture: Map and places - in Spain and weather forecasts Language Puzzle: using our language detective skills to explore another language.	v/i Sound spelling ia/me/io/ll/hace/iem.		Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	
	Unit	Content Revisit and extend...	Phonics Revisit and extend...	Grammar Revisit and extend...	Language Learning Skills Revisit and extend...	Skill Level
Small Tree Y5 	Autumn 1 Talking about Us KPIs <i>Can:</i> Say an extended sentence about how feeling with a reason Say a 3rd person singular sentence with details about someone else recognise and say at least 5 school subjects say and write an extended opinion about a school subject using a like/dislike verb	Recall personal information questions and answers Introduce myself Introduce another person Talk about feelings- use of verb “estar” with feelings Opinions and reasons School subjects Likes and dislikes Culture: School in Spain and school timetable	Stress on letters í/á/ó/ú Sound spelling oy/que/ci	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular Begin to explore 3 rd person singular Use of verb to be - estar - with feelings	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Identify word roots across languages Develop reading aloud skills Develop comprehension skills and strategies Develop speaking and writing skills Continue to develop word reference tools skills. Ways to explore sentence structure Write simple extended sentences using a model.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited
	Autumn 2 Time in the city KPIs <i>Can:</i> Understand at least 5 places in the city/town nouns	Recall familiar places in town/shops nouns Places and nouns for places in a city Simple directions around town/city Buying an entrance ticket	Pronunciation z/v/ñ Sound spelling que/qui/ci/ía	Write simple present tense descriptive sentences using nouns and adjectives.	Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses Recall previously learnt language.	

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	<i>Say and write a simple sentence to describe what is in a town/city</i> <i>Can say and write the nouns for presents on a charity stall.</i> <i>Can ask and answer politely to purchase an item</i> <i>Can participate in a simple shopping dialogue</i> <i>Write a simple descriptive sentence about a festive jumper.</i>	Buying an item and asking the price Numbers 0-100 and euros Shopping roleplay Festive jumper nouns Culture: visiting Madrid and getting to know a city in Spain Culture:A charity stall Culture: a festive jumper competition (for Xmas)			Practise language with a friend Games to aid memory Use bilingual dictionaries to check spelling and meanings	mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term
	Spring 1 Healthy eating and going to the market. KPIs <i>Can:</i> <i>Remember and say familiar fruit/veg nouns</i> <i>Identify cognates and semi cognates (fruit/veg nouns)</i> <i>Say some numbers between 0 and 100</i> <i>Participate in an at the market roleplay</i> <i>Follow simple instructions for a recipe</i> <i>Give simple instructions for a recipe</i>	Recall nouns for fruit and vegetables Extend knowledge of fruits and vegetables Culture: explore fruits and vegetables grown in Spain Likes, dislikes and preferences Recall numbers 0-100 Weights and quantities At the market roleplays Recipe instructions Culture: fruit salad	Stress on letters á Pronunciation letters z/v/ Sound Spellings cual/ce/ ía	Consolidate understanding of masculine and feminine nouns, singular and plural Commands Practise question words and forming a question in Spanish.	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.	
	Spring 2 Clothes KPIs <i>Can:</i> <i>Identify and understand clothes nouns</i> <i>Can say nouns for clothes accurately</i> <i>Can read and understand descriptive sentences about clothes</i>	Clothes nouns Verb: to wear in Spanish. Adjectives of size and colour A fancy dress outfit – nouns and adjectives Sports kit nouns	Silent letters h Pronunciation z/j Sound spelling ll/ce/za	Consolidate understanding of masc/fem nouns in Spanish Consolidate position and agreement of familiar adjectives with nouns in Spanish Question words Present tense conjugation of the verb “to wear” in Spanish (llevar)	Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes	

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	<i>Can use nouns and adjectives accurately to create descriptive sentences</i> <i>Can use parts of the verb to wear to write simple clothes descriptions</i>					
	Summer 1 Out of this World KPIs <i>Can:</i> <i>Understand information on a simple ID card</i> <i>Ask and answer details about identity</i> <i>Recognise planets in target language</i> <i>Use adjectives accurately to describe planets</i> <i>Read and understand simple facts about the planets.</i> <i>Recall and use prior learning to create a simple imaginary planet description.</i>	Personal identity nouns Questions and answers about ID Planets in Spanish Adjectives to describe the planets Recall familiar language from range of topics to create an imaginary planet Links between languages: etymology of planets	Silent letters h Pronunciation z/j Sound spelling va/y/que	Consolidate understanding of masc/fem nouns in Spanish Consolidate position and agreement of familiar adjectives with nouns in Spanish Question words Use of verb “to be” in present tense descriptions Conjunctions to extend sentences	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.	
	Summer 2 - Going to the seaside - Language Puzzle KPIs <i>Can:</i> <i>Understand and say nouns for beach bag items</i> <i>Use sentence starters to create a sequence of sentences</i> <i>Use “you can” + infinitive of a verb to create a persuasive sentence</i> <i>Say/write extended sentences to describe a day at the seaside.</i>	Beach bag item nouns Sentence starters You can + verbs as infinitives about activities at the seaside Conjunctions Opinions and reasons Culture: Map and places - in Spain to go on holiday Beach culture in Spain Language Puzzle: using our language detective skills to explore another language.	Silent letters h Pronunciation v/j/y Sound spelling jug/ace	Consolidate position/agreement of adjectives with nouns in Spanish Explore and understand sentence structure in Spanish: nouns, verbs, adjectives, personal pronouns. Conjunctions Explore use of modal verb + infinitive for persuasive sentences	Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.	
	Unit	Content Revisit and enhance...	Phonics Revisit and enhance...	Grammar Revisit and enhance...	Language Learning Skills Revisit and enhance...	Skill Level

Mature Tree with fruit Y6 	Autumn 1 - Revisiting me - Telling the time - Everyday Life KPIs <i>Can:</i> Participate in brief conversations about themselves and others. Understand and say several o'clock time phrases Say and write a sequence of daily routine sentences Ask and answer some question about own daily routine	Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time O'clock times in Spanish Simple daily routine sentences Story: Daily life of a super hero Culture: Daily life	Silent letters h Pronunciation of letters v/y/j/o/e Sound spelling vei/ce/qui/ci/ll/qu	Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Time phrases – for o'clock time 1st /2nd person singular questions and answers about daily routine	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills. Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term
	Autumn 2 Homes and houses KPIs <i>Can:</i> Understand brief descriptions of items in a house Use a sequence of simple sentences with nouns and adjectives to describe a house Ask and answer where something is, using prepositions of place.	House and home nouns Adjectives to describe the house Prepositions of place Story: A spooky house Culture: Mondrian's house and furniture Culture: houses in Spain Culture: castles in Spain Culture: a festive elf on the shelf lesson (for Xmas) Boardgame: escape from the castle	Silent letters d/j/ñ Sound spelling ci/je/ill	Consolidate: adjectives of colour and size- agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place	Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory Use bilingual dictionaries to check spelling and meanings	
	Spring 1 Investigating sports. KPIs <i>Can:</i> Say and write nouns for sport Identify cognates and semi-cognates Express a like/dislike of a sport Identify and attempt to use parts of the present tense of jugar Give an opinion Say and write a description of a sport	Sports nouns Cognates and semi cognates Likes, dislikes and preferences Opinions about sports Culture: handball in Spain	Silent letters d/j/ñ Sound Spellings ci/ce/on/illo/rr/áis	Identify cognates and semi-cognates Use of jugar and hacer with sports Regular present tense conjugation of verb: jugar Sentences to express likes, dislikes preference with conjunctions and opinions	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes	

					Make links between English/home languages and Spanish Practise with a friend Write simple sentences using a model.	
Spring 2 Funfair and favourites KPIs <i>Can:</i> <i>Understand information about a theme park</i> <i>Describe funfair rides in simple sentences.</i> <i>Express opinions of rides in extended sentences using conjunctions and adjectival phrases.</i> <i>Say a simple statement about favourite things</i> <i>Write a simple statement about favourite things</i>	Funfair ride nouns Likes, dislikes, preferences Opinions and adjectives for rides Cognates and semi-cognates Descriptions of a theme park Favourite things (with familiar language from previous topics) Culture: theme park in Spain Culture: feria de abril	Pronunciation of letters j Sound spelling ia/ñ/ll/	Identifying cognates/semi cognates Consolidate use of adjectives with nouns in Spanish Conjunctions to extend sentences	Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes Positive attitude to language		
Summer 1 Café culture KPIs <i>Can:</i> <i>Understand a target language menu.</i> <i>Ask for 3 drinks politely</i> <i>Ask for 3 snacks politely</i> <i>Ask politely for a typical target language breakfast items</i> <i>Participate in short café roleplays</i>	Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the café/ in the hotel Breakfast foods Asking for and understanding a simple menu an imaginary planet Culture: Tapas/Café culture in Spain Traditional Spanish breakfast foods	Pronunciation of letters v/x Sound spelling ch	Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages.		
Summer 2 - Performance - Transition to KS3 (Read all about it!)	Revisit and extend roleplay language to create a café sketch and performance		Consolidate understanding of how to use verbs to express likes and dislikes	Speak confidently (words and phrases) Actions/games to aid memory		

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	Language Puzzle KPIs <i>Can:</i> <i>Understand a simple short sketch</i> <i>Develop and adapt a simple short sketch and add new language</i> <i>Remember a short sketch</i> <i>Participate in a sketch</i> <i>Use a word reference tool and comprehension strategies to access unfamiliar language</i> <i>Compile over time and write a sequence of short texts to describe themselves and the things they like.</i>	Nature nouns (nature trail/ scavenger hunt) Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes Language Puzzle: using our language detective skills to explore another language.		Revisiting and extending polite requests and transactions Opinions to express like/dislike Building sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions	Identify key sounds and silent letters Recall and use prior learning Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.	
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Intercultural awareness and understanding

Mutual respect and understanding

- Appreciate and celebrate linguistic diversity within our class and the wider school community.
- Where possible, create links with parents and the local community to learn about different cultures and traditions of which they have experience.
- Develop an understanding and respect for the similarities and differences in people's beliefs, attitudes, customs and traditions.

Global learning

- Identify the country or countries where the language is spoken and have some contact with these.
- Develop a global understanding of the differences and similarities between people, places and nations.
- Look at further aspects of their everyday life from the perspective of someone from another country.
- Develop international partnerships to develop a wider understanding of global issues.



The Blean Values:

Spanish

Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
				
Expanding horizons- developing appreciation and understanding of other's cultures and customs .	Cross-linguistic links- making links between languages to support comprehension e.g. language cognates.	Respect – respecting and celebrating our cultural and linguistic diversities.	Persevering – keep trying and practising to perfect language skills.	Team work – working together to develop language skills.
Creating – using language skills to experiment with new words and phrases.	Generalisation – spotting patterns and applying familiar language models to develop your language skills.	Open-mindedness- being open to appreciating similarities and differences between us.	Making mistakes – enjoy things that go wrong and learn from them.	Community links- using language speakers and their families as a learning resource.
Exploring the unknown- using your language skills to meet others and explore the world.	Divergent thinking- ability to find multiple solutions to a single problem e.g. communicating an idea.	Tolerance – understanding and respect for others.	self-confidence- mastering a language increases your self-confidence.	Communication – using new language skills to communicate with others.
Global citizen- foster a desire to absorb and learn about different languages and cultures.	Multitasking – language learning develops higher functioning skills as learners become more adept at switching between different language systems.	Self-motivated- exploring different resources to take responsibility for own learning to develop one's language skills.	Challenge- language learning challenges brain to recognise, communicate and negotiate meaning in a different language system.	Building cross-linguistic and cross-cultural bridges- understanding and appreciating the 'other'.

SPANISH KEY VOCABULARY			
Year 3	Year 4	Year 5	Year 6
Greetings Feelings Names Numbers 0-10 Colours Days Months Animals Numbers to 15 Fruits and Vegetables Picnic Towns and cities	Revisiting prior learning Welcome to school – classroom commands and instructions Places in town Family Faces Parts of the body Feelings Jungle animals Weather Ice-creams	Revisiting prior learning Talking about us School subjects and opinions In the city Going to the market Clothes Travellers ID Planets Seaside	Revisiting prior learning Numbers to 60 Time Daily routine Homes and houses Sports Funfair and favourites Breakfast foods Café culture

SMSC in Modern foreign languages (MFL)

Spiritual	Social
Children: • Explore the different and similar ways that people have developed to express themselves and ideas e.g. language intonation, gesturing, traditions and customs etc. • look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages • demonstrate they are reflecting on their experiences and learning from reflection • show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment • respect others e.g. addressing stereotypes • learn about religious and pagan celebrations and festivals in Spanish speaking countries and reflect on their meaning and significance	Children: • communicate for a purpose with people from other cultural and social backgrounds • learn about the social element of languages, both from learning about other societies and learning together in the classroom • undertake projects on different countries and express our ideas to others e.g. presentations, leaflets, poster etc. • take part in educational exchanges (e.g. letters / Face Time / Zoom) to give them the opportunity to become involved with another culture and speak another language • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence etc. • participate in school events (e.g. European Day of Languages, Cultural evening) and take part in events in the wider community (e.g. After School Clubs and MFL trips) • exhibit leadership skills by acting as an MFL Pupil Consultant e.g. supporting others with their language skills
Moral	Cultural
Children: • make a personal response to right and wrong based on their vehicle of languages • consider the messages about every aspect of life including moral development that the language gives them • consider other peoples' responses to moral issues • model positive relationships and interactions eg fairness, integrity, respect for people, resolution of conflict • recognise and respect cultural rules and codes e.g. physical contact during a conversation in Spain is a typical way of communicating that is not considered an invasion of personal space	Children • value all languages and are therefore learning to understand and respect other people. • look at cultural festivals (e.g. Christmas) and seeing how these are celebrated in different countries as well as looking at festivals such as Day of the Dead in Mexico • explore the similarities as well as the differences between countries and cultures. • express different cultures through cross-curricular links e.g. flamenco dance in P.E. or Spanish songs in Music • address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality • Develop an understanding and appreciation for the cultural diversity within our school community
British Values	
British Values -Key British Values are openly promoted through the teaching and learning of MFL at Blean School. -Values such as tolerance, mutual respect, liberty and responsibility are also international values and by gaining an appreciation of the countries where the language the children are studying (Spanish) is spoken, they are encouraged to reflect on other cultures and ways of life and embrace different socio-cultural and economic contexts. -Through this, we are helping to ensure that our children remain open to the world around them and have a better grasp of the links and connections between countries and societies, highlighting the need for democracy, mutual respect and tolerance. -We aim for our children to begin to understand, appreciate and celebrate the varied customs, festivals and national characteristics that make every society so unique.	