



# 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
<p>Descriptor of 'expected' in <b>People and communities:</b></p> <p>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.</p> <p>Descriptor of 'exceeding' in <b>People and communities:</b></p>	<p>Pupils should begin to:</p> <ul style="list-style-type: none"> <li>• Foster an interest in learning another language.</li> <li>• Understand that language has structure and that these differ from one language to another.</li> <li>• Learn about other cultures and understand how these could be different or similar to their own.</li> <li>• Develop their phonics knowledge and understanding in English to be able to 'tune' into language.</li> <li>• Learn basic Spanish vocabulary; for example, greetings, colours, classroom vocabulary and days of the week.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</li> <li>• Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</li> <li>• Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> </ul>

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<p>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.</p>	<ul style="list-style-type: none"> <li>• Learn some basic songs in Spanish to begin developing an understanding of Spanish phonics and vocabulary.</li> <li>• Listen to familiar stories in Spanish for children to hear Spanish in the narrative form.</li> </ul>	<ul style="list-style-type: none"> <li>• Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</li> <li>• Describe people, places, things and actions orally and in writing.</li> <li>• Write words from memory and adapt these to create new sentences, to express ideas clearly.</li> <li>• 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.</li> <li>• Develop a broad cultural understanding by learning about different cultures and traditions, and appreciate how these may be similar or different to their own.</li> </ul>
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	<b>Speaking and listening</b>	<b>Songs stories and rhymes</b>	<b>Reading and writing</b>	<b>Grammar</b>
<p>Foundation for growth</p>  <p>EYFS</p>	<p>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.</p> <p>Develop active listening by identifying repeated sounds, rhythms, and intonation in another language.</p> <p>Participate in call-and-response activities to build confidence in listening to unfamiliar sounds.</p>	<p>Enjoy simple Spanish songs with gestures to introduce the idea that languages can sound different.</p> <p>Listen to short bilingual stories to support early curiosity, not comprehension.</p> <p>Use rhythm, repetition and movement to help</p>	<p>Recognise that different languages use different written forms (e.g., accents, different spellings).</p> <p>Point to and notice Spanish print in the environment (labels, storybooks, displays).</p> <p>Understand that languages have different ways of writing the same idea (e.g., <i>hola/hello</i>).</p>	<p>Begin to understand that languages have different structures (e.g., different word endings or order).</p> <p>Notice simple patterns in repeated phrases (e.g., <i>me llamo...</i> always comes before a name).</p> <p>Explore that languages may have masculine/feminine words, without expecting children to remember or apply this independently.</p>

		<p>children tune into new phonemes.</p>		
<p>Seed YR 1</p> 	<p>Listen to key words and repeated phrases in Spanish and respond with gestures or simple spoken words if confident.</p> <p>Join in with simple conversational routines (e.g., greeting songs, answering <i>¿Cómo estás?</i> with an action).</p> <p>Play sound-discrimination games using Spanish phonics (e.g., sorting words by starting sounds).</p>	<p>Build a repertoire of simple Spanish songs linked to classroom themes (days of the week, colours, feelings).</p> <p>Listen to familiar stories retold with Spanish key words to support growing listening confidence.</p> <p>Join in with refrains or predictable lines using echo-phrasing.</p>	<p>Recognise familiar Spanish words in print (e.g., colours, numbers) through matching games or classroom labels.</p> <p>Begin to notice simple spelling patterns (e.g., <i>ll, j, z</i>).</p> <p>Copy or trace high-frequency Spanish words if appropriate, but without expectation of accuracy.</p>	<p>Notice that some Spanish words change depending on number (singular/plural) through simple activities (e.g., <i>un perro / dos perros</i>).</p> <p>Begin to recognise basic word order differences (e.g., adjectives after nouns in Spanish).</p> <p>Develop awareness of question intonation in Spanish.</p>
<p>Sprouting seed Yr 2</p> 	<p>Respond to simple Spanish questions with rehearsed phrases (e.g., <i>¿Cómo te llamas?</i> with <i>Me llamo...</i>).</p> <p>Join in with short class interactions using set expressions (greetings, colours, age, likes).</p> <p>Show growing confidence in understanding classroom instructions delivered partly in Spanish (sit down, stand up, line up).</p>	<p>Sing a wider range of Spanish songs and repeat refrains independently.</p> <p>Listen to short, simple Spanish stories and identify known words through actions or picture matching.</p> <p>Retell small parts of familiar stories using Spanish key vocabulary.</p>	<p>Recognise a small bank of printed Spanish words and sort them into categories (colours, animals, numbers).</p> <p>Match Spanish text to images in simple reading tasks.</p> <p>Copywrite short familiar words independently (e.g., <i>rojo, gato, lunes</i>).</p>	<p>Use a developing understanding of gender (masculine/feminine) with familiar nouns, supported by colour-coding and modelling.</p> <p>Apply plural -s endings with support in oral or written practice.</p> <p>Begin to understand that verbs show actions and can change form, introduced through simple action songs (e.g., <i>baila, salta</i>).</p>

	Unit	Content Beginning ...	Phonics Beginning ...	Grammar Beginning ...	Language Learning Skills Beginning ...	Skill Level
Sprout Y3 	<b>Autumn 1</b> <ul style="list-style-type: none"> <li>A new start</li> </ul> <b>KPIs</b> <i>Can</i> Say a greeting Respond to a question about name or feelings Attempt a question – name or feelings Remember some nos between 0-11 Say at least 4 colours	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	<b>Sound Spelling</b> Can identify specific sounds /phonemes. <b>Listening</b> Can understand a few familiar spoken words and phrases. <b>Speaking</b> Can say/repeat a few short words and phrases and would be understood by a native speaker. <b>Reading</b> Can recognise and read out a few familiar words and phrases. <b>Writing</b> Can write a few simple words or phrases or symbols as emergent writers of target language.  <b>Assessment:</b> Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term
	<b>Autumn 2</b> <ul style="list-style-type: none"> <li>Calendar and celebrations</li> </ul> <b>KPIs</b> <i>Can:</i> Read and say some adjectives of colour Recognise and say a day of week Attempt to copywrite accurately a day of week Recognise and say most months Attempt to write accurately an important month of year	Colours Commands in class Days of week Months of year <b>Culture:</b> 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.	
	<b>Spring 1</b> <ul style="list-style-type: none"> <li>Animals I like and don't like.</li> </ul> <b>KPIs.</b> Remember and say animal nouns Write a simple sentence about a favourite animal Recognise a noun in a sentence	Animals (pets) nouns What is it? My favourite animal is ... <b>Story:</b> 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.	
	<b>Spring 2</b> <ul style="list-style-type: none"> <li>Carnival and using numbers</li> </ul>	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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	<p><b>KPIs</b>  <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></p>	<p>Ask and answer "How old are you?"          Read and write dates in Spanish.          Participate in a simple dialogue (name, feelings, age).  <b>Culture:</b> Carnival  <b>Culture :</b>Easter</p>	<p>Sound spelling          ce/cu</p>	<p>Forming a question in Spanish.          Forming the date in Spanish.</p>	<p>Recall and use prior learning          Ask a question accurately          Listen attentively          Positive attitude          Take risks          Imitate pronunciation          Make links with English and home languages.</p>	
	<p><b>Summer 1</b>  <ul style="list-style-type: none"> <li>Fruits, vegetables, hungry giant story</li> </ul> <p><b>KPIs</b>  <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></p> </p>	<p>Fruits and vegetable nouns          Numbers 0-11          Colours          I want          I would like ...          Please  <b>Story:</b> The hungry giant story, performance  <b>Board game:</b> The hungry giant</p>	<p>Silent letters          h          Sound spelling          za/ia</p>	<p>Polite requests          Singular and plural nouns.</p>	<p>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.</p>	
	<p>Summer 2  <ul style="list-style-type: none"> <li>Going on a picnic</li> <li>Aliens in Spain</li> <li>Language Puzzle</li> </ul> <p><b>KPIs</b>  <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></p> </p>	<p>Food and drink for a picnic nouns.  <b>Story:</b> going on a picnic  <b>Culture:</b> Map and places - in Spain          Where do you live?          I live in ....  <b>Language Puzzle:</b> using our language detective skills to explore another language.</p>	<p>Silent letters          h          Pronunciation of letters          z/v          Sound spelling          gua/ll</p>	<p>Polite requests          Singular and plural nouns.          Asking a question accurately</p>	<p>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.</p>	
	<p><b>Unit</b></p>	<p><b>Content Revisit and develop...</b></p>	<p><b>Phonics Revisit and develop...</b></p>	<p><b>Grammar Revisit and develop...</b></p>	<p><b>Language Learning Skills Revisit and develop...</b></p>	<p><b>Skill Level</b></p>

<p><b>Sapling Y4</b></p> 	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Welcome to school</li> </ul> <p><b>KPIs</b>  <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></p>	<p>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  <b>Culture:</b> School in Spain</p>	<p>Silent letters          h          Pronunciation of letters          j/v/ñ          Sound spelling          ce/ll/ci/au/die/vei/iz</p>	<p>Masculine and feminine singular nouns.</p>	<p>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.</p>	<p><b>Sound Spelling</b>          Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.  <b>Listening</b>          Can understand a few familiar spoken words and phrases.  <b>Speaking</b>          Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.  <b>Reading</b>          Can understand simple</p>
	<p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>My town, your town</li> </ul> <p><b>KPIs</b>  <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></p>	<p>Revisit /extend colours          Revisit/extend classroom commands          Commands of movement and direction          Places in town/shops nouns          Ask and answer question          “Where is ...?”  <b>Poem:</b> Bonfire Night  <b>Culture:</b> shops and a typical town in Spain  <b>Culture:</b> Christmas</p>	<p>Silent letters          h          Pronunciation          ñ          Sound spelling          ver/zul/tea/jo/llo/ao/ue</p>	<p>Classify masculine and feminine singular nouns.</p>	<p>Speak confidently (words, phrases, sentences)          Identify key sounds/silent letters          Take risks/positive attitude          Listen attentively          Make educated guesses          Recall previously learnt language.</p>	<p>written phrases. Can match sounds to familiar written words.  <b>Writing</b>          Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>
	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Family tree and faces.</li> </ul> <p><b>KPIs</b>  <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></p>	<p><b>Culture:</b> Epiphany in Spain.          Family member nouns          Recall personal information          Parts of the face nouns          Simple sentences to describe a face          Create an alien face.</p>	<p>Stress on letters          á/é/          Silent letters          h          Pronunciation          é/è/ç          Sound spelling          ue/ll/qué/iz/ja/jos/za</p>	<p>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.</p>	<p>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</p>	<p><b>Assessment:</b>          Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>

					Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.
<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• Face and body parts</li> </ul> <p><b>KPIs</b> <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></p>	<p>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.</p>	<p>Silent letters h Pronunciation z/v/j Sound spelling ll/os</p>	<p>Practise Spanish verbs as commands. Explore use of plural nouns Explore use of singular nouns, Practise using colours as adjectives with nouns in Spanish</p>	<p>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</p>	
<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Feeling unwell</li> <li>• Jungle animals</li> </ul> <p><b>KPIs</b> <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></p>	<p>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 <b>Story:</b> Walking through the jungle <b>Poem:</b> Jungle animal explorers</p>	<p>Silent letters H Pronunciation i/v Sound spelling ir/re</p>	<p>Revisit intonation when asking a question Using adjectives to describe a noun in Spanish</p>	<p>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.</p>	
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• The weather</li> <li>• Ice creams</li> </ul>	<p>Weather statements Weather question. Ice cream flavours</p>	<p>Silent letters h Pronunciation</p>	<p>Can ask for an item politely Asking a question accurately</p>	<p>Speak confidently (words and phrases)</p>	

	<ul style="list-style-type: none"> <li>Language Puzzle</li> </ul> <p><b>KPIs</b>  <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</p>	Buying an ice cream dialogues Ice creams- I love, like, dislike <b>Culture:</b> Map and places - in Spain and weather forecasts <b>Language Puzzle:</b> 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.	
	<b>Unit</b>	<b>Content Revisit and extend...</b>	<b>Phonics Revisit and extend...</b>	<b>Grammar Revisit and extend...</b>	<b>Language Learning Skills Revisit and extend...</b>	<b>Skill Level</b>
Small Tree Y5 	<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Talking about Us</li> </ul> <p><b>KPIs</b>  <i>Can:</i>            Say an extended sentence about how feeling with a reason            Say a 3<sup>rd</sup> 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</p>	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 <b>Culture:</b> 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 <sup>st</sup> /2 <sup>nd</sup> person singular Begin to explore 3 <sup>rd</sup> 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.	<b>Sound Spelling</b> Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. <b>Listening</b> Can understand a few familiar spoken words and phrases. <b>Speaking</b> Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. <b>Reading</b> Can understand simple written phrases. Can match sounds to familiar written words. <b>Writing</b> Can spell some familiar written words and phrases accurately and can write simple sentences with limited
	<b>Autumn 2</b> <ul style="list-style-type: none"> <li>Time in the city</li> </ul> <p><b>KPIs</b>  <i>Can:</i>            Understand at least 5 places in the city/town nouns</p>	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.	<b>Writing</b> Can spell some familiar written words and phrases accurately and can write simple sentences with limited

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	<p>Say and write a simple sentence to describe what is in a town/city          Can say and write the nouns for presents on a charity stall.          Can ask and answer politely to purchase an item          Can participate in a simple shopping dialogue          Write a simple descriptive sentence about a festive jumper.</p>	<p>Buying an item and asking the price          Numbers 0-100 and euros          Shopping roleplay          Festive jumper nouns  <b>Culture:</b> visiting Madrid and getting to know a city in Spain  <b>Culture:</b>A charity stall  <b>Culture:</b> a festive jumper competition (for Xmas)</p>			<p>Practise language with a friend          Games to aid memory          Use bilingual dictionaries to check spelling and meanings</p>	<p>mistakes so the message is understood.  <b>Assessment:</b>          Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>
	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Healthy eating and going to the market.</li> </ul> <p><b>KPIs</b>          Can:          Remember and say familiar fruit/veg nouns          Identify cognates and semi cognates (fruit/veg nouns)          Say some numbers between 0 and 100          Participate in an at the market roleplay          Follow simple instructions for a recipe          Give simple instructions for a recipe</p>	<p>Recall nouns for fruit and vegetables          Extend knowledge of fruits and vegetables  <b>Culture:</b> explore fruits and vegetables grown in Spain          Likes, dislikes and preferences          Recall numbers 0-100          Weights and quantities          At the market roleplays          Recipe instructions  <b>Culture:</b> fruit salad</p>	<p>Stress on letters á          Pronunciation letters z/v/          Sound Spellings cual/ce/ ía</p>	<p>Consolidate understanding of masculine and feminine nouns, singular and plural          Commands          Practise question words and forming a question in Spanish.</p>	<p>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.</p>	
	<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Clothes</li> </ul> <p><b>KPIs</b>          Can:          Identify and understand clothes nouns          Can say nouns for clothes accurately          Can read and understand descriptive sentences about clothes</p>	<p>Clothes nouns          Verb: to wear in Spanish.          Adjectives of size and colour          A fancy dress outfit – nouns and adjectives          Sports kit nouns</p>	<p>Silent letters h          Pronunciation z/j          Sound spelling ll/ce/za</p>	<p>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)</p>	<p>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</p>	

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	<p><i>Can use nouns and adjectives accurately to create descriptive sentences</i></p> <p><i>Can use parts of the verb to wear to write simple clothes descriptions</i></p>					
	<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>Out of this World</li> </ul> <p><b>KPIs</b></p> <p><i>Can:</i></p> <p><i>Understand information on a simple ID card</i></p> <p><i>Ask and answer details about identity</i></p> <p><i>Recognise planets in target language</i></p> <p><i>Use adjectives accurately to describe planets</i></p> <p><i>Read and understand simple facts about the planets.</i></p> <p><i>Recall and use prior learning to create a simple imaginary planet description.</i></p>	<p>Personal identity nouns</p> <p>Questions and answers about ID</p> <p>Planets in Spanish</p> <p>Adjectives to describe the planets</p> <p>Recall familiar language from range of topics to create an imaginary planet</p> <p><b>Links between languages:</b> etymology of planets</p>	<p>Silent letters</p> <p>h</p> <p>Pronunciation</p> <p>z/j</p> <p>Sound spelling</p> <p>va/y/que</p>	<p>Consolidate understanding of masc/fem nouns in Spanish</p> <p>Consolidate position and agreement of familiar adjectives with nouns in Spanish</p> <p>Question words</p> <p>Use of verb “to be” in present tense descriptions</p> <p>Conjunctions to extend sentences</p>	<p>Speak confidently (words and phrases)</p> <p>Actions/games to aid memory</p> <p>Recall and use prior learning</p> <p>Ask a question accurately</p> <p>Listen attentively</p> <p>Take risks and learn from mistakes</p> <p>Make links with English and home languages.</p> <p>Write simple sentences using a model.</p>	
	<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Going to the seaside</li> <li>Language Puzzle</li> </ul> <p><b>KPIs</b></p> <p><i>Can:</i></p> <p><i>Understand and say nouns for beach bag items</i></p> <p><i>Use sentence starters to create a sequence of sentences</i></p> <p><i>Use “you can” + infinitive of a verb to create a persuasive sentence</i></p> <p><i>Say/write extended sentences to describe a day at the seaside.</i></p>	<p>Beach bag item nouns</p> <p>Sentence starters</p> <p>You can + verbs as infinitives about activities at the seaside</p> <p>Conjunctions</p> <p>Opinions and reasons</p> <p><b>Culture:</b> Map and places - in Spain to go on holiday</p> <p>Beach culture in Spain</p> <p><b>Language Puzzle:</b> using our language detective skills to explore another language.</p>	<p>Silent letters</p> <p>h</p> <p>Pronunciation</p> <p>v/j/y</p> <p>Sound spelling</p> <p>jug/ace</p>	<p>Consolidate position/agreement of adjectives with nouns in Spanish</p> <p>Explore and understand sentence structure in Spanish: nouns, verbs, adjectives, personal pronouns. Conjunctions</p> <p>Explore use of modal verb + infinitive for persuasive sentences</p>	<p>Speak confidently (words and phrases)</p> <p>Actions/games to aid memory</p> <p>Identify key sounds and silent letters</p> <p>Take risks</p> <p>Games and actions to aid memory</p> <p>Use a bilingual dictionary to check spellings or look up new words</p> <p>Write simple extended sentences using a model.</p>	
	<b>Unit</b>	<b>Content Revisit and enhance...</b>	<b>Phonics Revisit and enhance...</b>	<b>Grammar Revisit and enhance...</b>	<b>Language Learning Skills Revisit and enhance...</b>	<b>Skill Level</b>

<p><b>Mature Tree with fruit Y6</b></p> 	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Revisiting me</li> <li>Telling the time</li> <li>Everyday Life</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>Participate in brief conversations about themselves and others.</i>  <i>Understand and say several o'clock time phrases</i>  <i>Say and write a sequence of daily routine sentences</i>  <i>Ask and answer some question about own daily routine</i></p>	<p>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  <b>Story:</b> Daily life of a super hero  <b>Culture:</b> Daily life</p>	<p>Silent letters          h          Pronunciation of letters          v/y/j/o/e          Sound spelling          vei/ce/qui/ci/ll/qu</p>	<p>Conjunctions          Extended sentences          Verbs of opinion – 1<sup>st</sup>/2<sup>nd</sup>          person singular          Time phrases – for o'clock time          1<sup>st</sup> /2<sup>nd</sup> person singular          questions and answers          about daily routine</p>	<p>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.</p>	<p><b>Sound Spelling</b>          Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.  <b>Listening</b>          Can understand a few familiar spoken words and phrases.  <b>Speaking</b>          Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.  <b>Reading</b>          Can understand simple written phrases. Can match sounds to familiar written words.</p>
	<p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Homes and houses</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>Understand brief descriptions of items in a house</i>  <i>Use a sequence of simple sentences with nouns and adjectives to describe a house</i>  <i>Ask and answer where something is, using prepositions of place.</i></p>	<p>House and home nouns          Adjectives to describe the house          Prepositions of place  <b>Story:</b> A spooky house  <b>Culture:</b> Mondrian's house and furniture  <b>Culture:</b> houses in Spain  <b>Culture:</b> castles in Spain  <b>Culture:</b> a festive elf on the shelf lesson (for Xmas)  <b>Boardgame:</b> escape from the castle</p>	<p>Silent letters          d/j/ñ          Sound spelling          ci/je/ill</p>	<p>Consolidate: adjectives of colour and size- agreement and position with nouns          Consolidate – singular and plural nouns          Prepositions of place</p>	<p>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</p>	<p>Can understand simple written phrases. Can match sounds to familiar written words.  <b>Writing</b>          Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.  <b>Assessment:</b>          Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>
	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Investigating sports.</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>Say and write nouns for sport</i>  <i>Identify cognates and semi-cognates</i>  <i>Express a like/dislike of a sport</i>  <i>Identify and attempt to use parts of the present tense of jugar</i>  <i>Give an opinion</i>  <i>Say and write a description of a sport</i></p>	<p>Sports nouns          Cognates and semi cognates          Likes, dislikes and preferences          Opinions about sports  <b>Culture:</b> handball in Spain</p>	<p>Silent letters          d/j/ñ          Sound Spellings          ci/ce/on/illo/rr/áis</p>	<p>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</p>	<p>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</p>	

					<p>Make links between English/home languages and Spanish</p> <p>Practise with a friend</p> <p>Write simple sentences using a model.</p>
<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Funfair and favourites</li> </ul> <p><b>KPIs</b></p> <p><i>Can:</i></p> <p><i>Understand information about a theme park</i></p> <p><i>Describe funfair rides in simple sentences.</i></p> <p><i>Express opinions of rides in extended sentences using conjunctions and adjectival phrases.</i></p> <p><i>Say a simple statement about favourite things</i></p> <p><i>Write a simple statement about favourite things</i></p>	<p>Funfair ride nouns</p> <p>Likes, dislikes, preferences</p> <p>Opinions and adjectives for rides</p> <p>Cognates and semi-cognates</p> <p>Descriptions of a theme park</p> <p>Favourite things (with familiar language from previous topics)</p> <p><b>Culture:</b> theme park in Spain</p> <p><b>Culture:</b> feria de abril</p>	<p>Pronunciation of letters</p> <p>j</p> <p>Sound spelling</p> <p>ia/ñ/l/</p>	<p>Identifying cognates/semi cognates</p> <p>Consolidate use of adjectives with nouns in Spanish</p> <p>Conjunctions to extend sentences</p>	<p>Speak confidently (words and phrases)</p> <p>Identify key sounds and silent letters</p> <p>Use a bilingual dictionary to check spellings or look up new words</p> <p>Actions/games to aid memory</p> <p>Recall and use prior learning</p> <p>Take risks and learn from mistakes</p> <p>Positive attitude to language</p>	
<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>Café culture</li> </ul> <p><b>KPIs</b></p> <p><i>Can:</i></p> <p><i>Understand a target language menu.</i></p> <p><i>Ask for 3 drinks politely</i></p> <p><i>Ask for 3 snacks politely</i></p> <p><i>Ask politely for a typical target language breakfast items</i></p> <p><i>Participate in short café roleplays</i></p>	<p>Snacks and drinks</p> <p>Asking for snacks and drinks</p> <p>Euros and recall of numbers 0-100</p> <p>Roleplay: at the café/ in the hotel</p> <p>Breakfast foods</p> <p>Asking for and understanding a simple menu</p> <p>an imaginary planet</p> <p><b>Culture:</b> Tapas/Café culture in Spain</p> <p>Traditional Spanish breakfast foods</p>	<p>Pronunciation of letters</p> <p>v/x</p> <p>Sound spelling</p> <p>ch</p>	<p>Consolidate understanding of how to use verbs to express likes and dislikes</p> <p>Revisiting and extending polite requests and transactions</p> <p>Opinions to express like/dislike</p>	<p>Speak confidently (words and phrases)</p> <p>Actions/games to aid memory</p> <p>Recall and use prior learning</p> <p>Ask a question accurately</p> <p>Listen attentively</p> <p>Take risks and learn from mistakes</p> <p>Make links with English and home languages.</p>	
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Performance</li> <li>Transition to KS3 (Read all about it!)</li> </ul>	<p>Revisit and extend roleplay language to create a café sketch and performance</p>		<p>Consolidate understanding of how to use verbs to express likes and dislikes</p>	<p>Speak confidently (words and phrases)</p> <p>Actions/games to aid memory</p>	

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	<ul style="list-style-type: none"> <li>Language Puzzle</li> </ul> <p><b>KPIs</b>  <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></p>	<p>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  <b>Language Puzzle:</b> using our language detective skills to explore another language.</p>		<p>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</p>	<p>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.</p>	
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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
				
<b>Expanding horizons-</b> developing appreciation and understanding of other's cultures and customs .	<b>Cross-linguistic links-</b> making links between languages to support comprehension e.g. language cognates.	<b>Respect</b> – respecting and celebrating our cultural and linguistic diversities.	<b>Persevering</b> – keep trying and practising to perfect language skills.	<b>Team work</b> – working together to develop language skills.
<b>Creating</b> – using language skills to experiment with new words and phrases.	<b>Generalisation</b> – spotting patterns and applying familiar language models to develop your language skills.	<b>Open-mindedness-</b> being open to appreciating similarities and differences between us.	<b>Making mistakes</b> – enjoy things that go wrong and learn from them.	<b>Community links-</b> using language speakers and their families as a learning resource.
<b>Exploring the unknown-</b> using your language skills to meet others and explore the world.	<b>Divergent thinking-</b> ability to find multiple solutions to a single problem e.g. communicating an idea.	<b>Tolerance</b> – understanding and respect for others.	<b>self-confidence-</b> mastering a language increases your self-confidence.	<b>Communication</b> – using new language skills to communicate with others.
<b>Global citizen-</b> foster a desire to absorb and learn about different languages and cultures.	<b>Multitasking</b> – language learning develops higher functioning skills as learners become more adept at switching between different language systems.	<b>Self-motivated-</b> exploring different resources to take responsibility for own learning to develop one's language skills.	<b>Challenge-</b> language learning challenges brain to recognise, communicate and negotiate meaning in a different language system.	<b>Building cross-linguistic and cross-cultural bridges-</b> understanding and appreciating the 'other'.

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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
<p>Children:</p> <ul style="list-style-type: none"> <li>• Explore the different and similar ways that people have developed to express themselves and ideas e.g. language intonation, gesturing, traditions and customs etc.</li> <li>• look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages</li> <li>• demonstrate they are reflecting on their experiences and learning from reflection</li> <li>• show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment</li> <li>• respect others e.g. addressing stereotypes</li> <li>• learn about religious and pagan celebrations and festivals in Spanish speaking countries and reflect on their meaning and significance</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>• communicate for a purpose with people from other cultural and social backgrounds</li> <li>• learn about the social element of languages, both from learning about other societies and learning together in the classroom</li> <li>• undertake projects on different countries and express our ideas to others e.g. presentations, leaflets, poster etc.</li> <li>• 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</li> <li>• demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence etc.</li> <li>• 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)</li> <li>• exhibit leadership skills by acting as an MFL Pupil Consultant e.g. supporting others with their language skills</li> </ul>
Moral	Cultural
<p>Children:</p> <ul style="list-style-type: none"> <li>• make a personal response to right and wrong based on their vehicle of languages</li> <li>• consider the messages about every aspect of life including moral development that the language gives them</li> <li>• consider other peoples' responses to moral issues</li> <li>• model positive relationships and interactions eg fairness, integrity, respect for people, resolution of conflict</li> <li>• 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</li> </ul>	<p>Children</p> <ul style="list-style-type: none"> <li>• value all languages and are therefore learning to understand and respect other people.</li> <li>• 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</li> <li>• explore the similarities as well as the differences between countries and cultures.</li> <li>• express different cultures through cross-curricular links e.g. flamenco dance in P.E. or Spanish songs in Music</li> <li>• address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality</li> <li>• Develop an understanding and appreciation for the cultural diversity within our school community</li> </ul>
British Values	
<p style="text-align: center;"><b>British Values</b></p> <p>-Key British Values are openly promoted through the teaching and learning of MFL at Blean School.</p> <p>-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.</p> <p>-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.</p> <p>-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.</p>	