



Oaklands Primary School MFL - Spanish Long Term Curriculum Plan

EVFS		Autumn		Spring		Summer	
		<u>What is Spanish?</u> Children are introduced to Spanish language and Spain.	<u>Greetings and Colours</u> Children learn simple Spanish greetings and four colour words (red, yellow, green and blue).	<u>Body Parts</u> Children join in with 'Head, Shoulders, Knees and Toes' song and repeat body words.	<u>Familiar Songs</u> Children compare familiar children songs in Spanish and English.	<u>Transport</u> Children repeat words for different transports.	<u>Numbers</u> Children learn a song for numbers 1-7 and count objects in Spanish.
Key Stage 1	Year 1	Autumn		Spring		Summer	
	Year 2	<u>Greetings</u> Children use greetings for different times of the day and practise introducing themselves with the phrase 'Me llamo'. They use some simple words and phrases to communicate in Spanish like please, thank you, yes, no and count up to 10.	<u>Parts of the body</u> Children recall and expand their knowledge of body part words and join in with a simple song.	<u>Colours</u> Children recognise up to 10 different colours and join in with parts of a colour song.	<u>Clothing</u> Children are able to recognise and say clothing words.	<u>Fruits</u> Children use and recognise some fruit words in Spanish and join in with a song 'El Baile de las Frutas'.	<u>Seaside</u> Children repeat and recognise some words for sea creatures. They use these words within simple games and a song.
		<u>Introductions</u> Children respond to a simple question ¿Cómo te llamas? and give their response in Spanish. <u>Colours and Numbers</u> Children use numbers 1-10 and ten different colours in a simple Spanish song: 'Colorín Colorado'	<u>Clothing</u> Children say clothing words for items used in hot and cold weather.	<u>Zoo Animals</u> Children recognise and say animal words, join in with animal song and enjoy a short Spanish story.	<u>Food and Drink</u> Children compare English and Spanish foods and learn some simple phrases to use in a café.	<u>The House</u> Children compare houses in the UK with Spain. They learn names for rooms in the house and label a simple picture.	<u>Songs and Games</u> Children enjoy a variety of songs, games and rhymes to recap key common words and key phrases (days of week, greetings).

Teaching MFL is a statutory requirement from KS2. At Oaklands School, we believe that it is important to expose children to other languages from an early age. In KS1, short Spanish lessons will focus on learning simple songs and enjoying vocabulary games to prepare children for their learning in KS2.



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Lower Key Stage 2	Year 3	<u>Spanish Greetings with Puppets</u> Using puppets to practise a variety of Spanish greetings, children learn how to introduce themselves and say how they are feeling. They perform a finger rhyme based on a Spanish puppet festival tradition.	<u>Spanish Numbers and Ages</u> Through playing traditional Spanish counting games, children learn the numbers from one to twelve. They discover how to give their age in Spanish and ask others how old they are.	<u>Shapes and Colours in Spanish</u> Taking inspiration from mosaic art of Barcelona and Granada, children describe different shapes and colours and learn about the position of adjectives in relation to nouns in Spanish.	<u>Classroom Objects</u> By playing speaking and listening games, children learn some basic classroom instructions. They learn the vocabulary for classroom items found in their school bag, and discover that every Spanish noun is either 'masculine' or 'feminine'. Children learn how to describe what they have and do not have in their school bag, using plurals and conjunctions.	<u>Where do you live in Spain?</u> Identifying different cities in Spain on a map, children learn to correctly pronounce their names in Spanish. They deduce the names for different types of home and learn to ask and respond to questions about where they live. Using a bilingual dictionary, children find new vocabulary and create their own sentences.	<u>Journey around Latin America</u> Following in the footsteps of 'Oscar el Oso' - Oscar the bear, children look at a map of Latin America and locate Spanish-speaking countries. They find out the vocabulary for different forms of transport before creating a travel diary for Oscar the bear, detailing which country he will visit on each day of the week and describing how he will get there.
	Year 4	<u>Dates</u> Mastering the numbers to 31 and the months of the year, children learn to say the date. Children learn about some of the countries biggest festivities and the dates they occur. They learn to ask and answer the question, 'When is your birthday?' and find out about some Mexican birthday traditions.	<u>Pets</u> Listening to a song about pets, children learn the names of different animals. They develop their knowledge of adjectives and describe the characteristics of different animals when writing a fun story about a visit to a pet shop. Children round off the unit by performing their stories to a small audience.	<u>Weather in Spain</u> Identifying different locations in Spain using compass points and learning phrases for different types of weather, children prepare and present a weather forecast.	<u>Spanish Café</u> Reading and creating typical Spanish café menus, the children learn to order food and drink and role-play conversations between waiting staff and customers. When practising and performing these role plays, the children evaluate and improve their conversations, making them sound as natural as possible.	<u>Celebrations</u> Finding out about some key festivals and celebrations in Spain, children develop their knowledge of festival-related vocabulary. They learn how to express likes and dislikes when describing activities related to different celebrations.	<u>The Amazon Rainforest</u> Identifying the geographical features found in Peru, children immerse themselves deep into the sights and sounds of the Amazon rainforest, describing the different animals they encounter in each layer.



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Upper Key Stage 2	Year 5	<u>Describing Family and Friends</u> Looking at a family tree, children find out the vocabulary for different family members and describe the relationship between each of them. They use verbs in the third person singular to write a detailed description of a family member or friend outlining key information about them.	<u>Spanish Portraits</u> Deducing the vocabulary for describing facial features, children apply their knowledge of noun-adjective agreement to plural nouns. They find out about some famous Spanish cubist artists and create portraits in the cubist style, before describing the faces in their portraits.	<u>Sports</u> Learning vocabulary to describe different sports, the children ask and answer questions about sports they practise. They read and then follow instructions to play the Maya ball game before creating their own original ball game. Using the imperative form of some regular verbs, the children write a set of instructions to accompany their new game.	<u>Food and Drink</u> to express likes and dislikes about singular and plural nouns, children engage in conversations about food and play fun games guessing meal choices based on their food preferences. To develop their questioning skills further, they use a range of question types to conduct in - depth interviews on the subject of food.	<u>A Trip Across Spain</u> Finding about some significant Spanish cities and their well-known tourist attractions, the children enhance their knowledge of Spain's geography and culture. Learning to form the future tense, they engage in role-play conversations about travel plans to these important cities.
	Year 6	<u>Clothes</u> Consolidating their knowledge of colours and learning vocabulary for items of clothes, and adjectives to describe styles, children describe different outfits that people are wearing. With an emphasis on the accuracy of the adjectival agreement, the children use dictionaries to check the gender of nouns and the correct form of the adjective.	<u>School Life</u> Learning the names of school subjects in Spanish, children express likes and dislikes about them. They use a variety of adjectives to give their opinions about school subjects and, after answering a school survey, the class construct their own ideal school day timetable. Finally, the children write a letter to their teacher to describe their perfect day.	<u>Shopping</u> Exploring verb conjugation in the present tense, children create a shared travel blog to describe activities that take place in different parts of Spain during each season. They compare travel plans and explain their preferences.		<u>Free Time</u> Exploring verb conjugation in the present tense, children create a shared travel blog to describe activities that take place in different parts of Spain during each season. They compare travel plans and explain their preferences.