

MFL at Thameside

Children in KS2 are currently learning Spanish as a Modern Foreign Language

Intent:

For children in KS2 to learn that there are different cultures and languages around the world. That they understand and respect cultural differences and have some knowledge of cultural realities in Spanish speaking countries. For children to be familiar with basic vocabulary and simple sentences so that they can understand and speak some Spanish. To have an enjoyment of learning a new language.

Year	Skills progression in each section	Knowledge progression in each subject	Links to previous learning	Vocabulary	BLP & P4C ideas
3 - 4	<p>Begin to recognise numbers 0-10, colours, feelings</p> <p>Understand and begin to answer the questions "¿Cómo te llamas?" "¿Cuántos años tienes?" "¿Cómo estás?"</p> <p>Begin to recognise numbers 0-10</p> <p>Begin to recognise colours in oral form</p> <p>Begin to identify vocabulary related to parts of the face and the head</p> <p>Listen and respond to simple directions</p> <p>Understand simple instructions about parts of the face and the head</p> <p>Begin to locate some of the countries where the Spanish language is spoken</p> <p>Learn how children of different cultures celebrate special days</p>	<p>To understand and begin to answer simple questions</p> <p>To recognise numbers 0-10</p> <p>To begin to recognise colours</p> <p>To begin to recognise parts of the face and the head</p> <p>To understand simple directions</p> <p>To understand and follow simple instructions</p> <p>To understand that Spanish is a language spoken in Spain and elsewhere</p> <p>To learn about festivals and celebrations in different cultures</p>	<p>4: Previously learnt vocabulary related to colours, numbers and feelings</p>	<p>"¿Cómo te llamas?" "Me llamo..."</p> <p>"¿Cuántos años tienes?" "Tengo ... años" "¿Cómo estás?" "Estoy estupendo / genial / muy bien / bien / regular / mal / fatal / cansado / hambriento</p> <p>Numbers 0-10</p> <p>Rojo, amarillo, azul, verde, naranja, negro, blanco, marrón, gris, rosa, violeta</p> <p>Pelo, ojos, nariz, boca, orejas</p> <p>Derecha, izquierda, arriba, abajo</p> <p>Semana Santa, Pascua, huevo de chocolate, cordero, conejo, pollito</p>	<p>Noticing</p> <p>Making links</p> <p>Perseverance</p>
5 - 6	<p>Recognise numbers 0-20, colours, feelings</p> <p>Understand and answer the questions "¿Cómo te llamas?" "¿Cuántos años tienes?" "¿Cómo estás?"</p> <p>Recognise and use numbers 0-20</p> <p>Recognise colours in oral and written form</p> <p>Identify vocabulary related to parts of the face and the head</p> <p>Understand and give simple instructions about parts of the face and the head</p>	<p>To revise learnt vocabulary</p> <p>To ask and answer simple questions</p> <p>To recognise numbers 0-20</p> <p>To recognise colours</p> <p>To describe a face</p> <p>To give and follow simple instructions</p> <p>To describe a character</p> <p>To recognise family vocabulary</p> <p>To identify vocabulary related to free time and leisure activities</p> <p>To describe oneself</p>	<p>Previously learnt vocabulary related to colours, numbers, feelings, parts of the face and the head</p>	<p>"¿Cómo te llamas?" "Me llamo..."</p> <p>"¿Cuántos años tienes?" "Tengo ... años" "¿Cómo estás?" "Estoy estupendo / genial / muy bien / bien / regular / mal / fatal / cansado / hambriento</p> <p>Numbers 0-20</p> <p>Rojo, amarillo, azul, verde, naranja, negro, blanco, marrón, gris, rosa, violeta</p> <p>Pelo, ojos, nariz, boca, orejas</p>	<p>Noticing</p> <p>Making links</p> <p>Perseverance</p> <p>Collaboration</p>

	<p>Use learnt vocabulary to write a character description</p> <p>Recognise family vocabulary in oral and written form</p> <p>Identify vocabulary related to free time and leisure activities in oral and written form</p> <p>Use learnt vocabulary related to face description and free time activities to describe oneself in written form</p> <p>Listen and respond to simple directions</p> <p>Locate some of the countries where the Spanish language is spoken</p> <p>Learn how children of different cultures celebrate special days; identify similarities and differences</p>	<p>To understand simple directions</p> <p>To understand that Spanish is a language spoken in Spain and elsewhere</p> <p>To learn about festivals and celebrations in different cultures</p>		<p>Tiene el / los / las</p> <p>Mi padre, mi madre, mis padres, mi hermano/a, mis hermanos, mi habuelo/a, mis habuelos, mi tío/a, mis tios, mi primo/a, mis primos, el hijo, la hija, los hijos</p> <p>Me gusta / No me gusta / Prefiero...</p> <p>Escuchar música, tocar instrumentos, leer, bailar, cantar, jugar deportes, jugar videojuegos, ver la televisión, visitar amigos</p> <p>Derecha, izquierda, arriba, abajo</p> <p>Día de los Muertos, calaveras, altares, ofrendas</p> <p>Navidad, Papá Noel, árbol de Navidad, regalos, globos</p> <p>Semana Santa, Pascua, huevo de chocolate, cordero, conejo, pollito</p>	
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In Y3, the main aim is for the pupils to live a positive learning experience when approaching the Spanish language. The expectation is for them to listen to some basic vocabulary and show understanding, and to begin to join in with simple songs.

In Y4, pupils will learn to imitate the pronunciation of sounds with increasing accuracy and will begin to respond to simple words, structures or phrases. They will start to use learnt vocabulary to join in a game.

In Y5, visual cues will be gradually replaced with text cues. Pupils will learn to use newly learnt vocabulary to follow instructions, engage in simple interactions and play games.

In Y6, pupils will understand a wider range of vocabulary and sentences and will use them to engage in simple interactions. They will be encouraged to make predictions based on their existing knowledge of the Spanish language.