



MFL Curriculum Overview

Curriculum Intent

At Pudsey Waterloo, the teaching of Spanish has been carefully considered to enable our pupils to become confident linguists. We strive to enable children to become passionate, curious and confident about their ability to learn another language by the time they finish their primary education. We want our children to be able to communicate with others, including people from outside the UK and to discover more about other cultures and peoples, including the context in which a modern foreign language is rooted.

At Waterloo, we follow the Language Angels Scheme to ensure that children are given ample opportunity to listen to, speak, read and write Spanish. Our subject leader has carefully worked to create a Skills Progression Document where objectives for each year group are mapped out to ensure pupils have the skills and knowledge that will form a firm foundation for their further language learning in KS3 and beyond.

Key concepts:

The pillars of MFL are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

- **Phonics**
- **Vocabulary**
- **Grammar**

Second order concepts:

These can be used across all aspects of a subject to organise the substantive knowledge taught.

- Learn the sounds, vocabulary and grammar of the language
- Understand and produce these then they are combined

To develop these key areas, the curriculum has been structured progressively for each of the following aspects:

- **Listening**
- **Speaking**
- **Reading**
- **Writing**
- **Grammar**

Substantive Concepts		
Phonics	Vocabulary	Grammar
The system of the sounds of a language and how these are represented in written words.	Building a body of useful words for different contexts and situations to enable communication and understanding.	Grammar is the system and structure of a language. The rules of grammar help us decide the order we put words in and which form of a word to use.

Spanish Curriculum Overview and Skills Progression

	Listening	Speaking	Reading	Writing	Grammar
Year 3	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Communicate with others using simple words and short phrases covered in the units.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'
	<u>Unit 1 - Core vocabulary and phonetics</u>	<u>Unit 1 - Core vocabulary and phonetics</u>	<u>Unit 1 - Core vocabulary and phonetics</u>	<u>Unit 1 - Core vocabulary and phonetics</u>	<u>Unit 1 - Core vocabulary and phonetics</u>

	<p><u>(Spanish phonetics)</u> Hear the individual sound. Hear the sound in a word. Hear the sound in a piece of authentic text.</p> <p>How to pronounce the vowels in Spanish correctly. How to pronounce specific letter strings in Spanish correctly.</p> <p>Listen to numbers to the months of the year.</p> <p>Understand different days of the week in Spanish.</p>	<p><u>(Spanish phonetics)</u> Say the individual sound. Say the sound in a word. Say the sound in a piece of authentic text.</p> <p>Say some months of the year.</p> <p>Say some days of the week.</p>	<p><u>(Spanish phonetics)</u> Read some months of the year.</p> <p>Read some days of the week.</p>	<p><u>(Spanish phonetics)</u> Write some numbers in word form.</p>	<p><u>(Spanish phonetics)</u></p> <table border="1" data-bbox="1720 188 1995 379"> <tr><td colspan="5">Phonetics & Pronunciation - Lesson 1</td></tr> <tr><td>CH</td><td>J</td><td>Ñ</td><td>LL</td><td>RR</td></tr> <tr><td colspan="5">Phonetics & Pronunciation - Lesson 2</td></tr> <tr><td>CA</td><td>CE</td><td>CI</td><td>CO</td><td>CU</td></tr> <tr><td colspan="5">Phonetics & Pronunciation - Lesson 3</td></tr> <tr><td>GA</td><td>GE</td><td>GI</td><td>GO</td><td>GU</td></tr> <tr><td colspan="5">Phonetics & Pronunciation - Lesson 4</td></tr> <tr><td>B</td><td>V</td><td>CC</td><td>QU</td><td>Z</td></tr> </table> <p>The use of accents in Spanish.</p>	Phonetics & Pronunciation - Lesson 1					CH	J	Ñ	LL	RR	Phonetics & Pronunciation - Lesson 2					CA	CE	CI	CO	CU	Phonetics & Pronunciation - Lesson 3					GA	GE	GI	GO	GU	Phonetics & Pronunciation - Lesson 4					B	V	CC	QU	Z
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	<p><u>Unit 2-I'm learning Spanish</u> Listening to someone asking your name and telling you their name.</p> <p>Listening to someone asking you how you feel and telling you how they feel.</p> <p>Numbers 1 to 10. Introduction to colours.</p>	<p><u>Unit 2-I'm learning Spanish</u> Asking and saying how you feel. Asking and saying your name. Numbers 1 to 10. Introduction to colours.</p>	<p><u>Unit 2-I'm learning Spanish</u> Identify Spain on a map of the world. Highlight famous Spanish cities. Match colours to the words for that colour.</p>	<p><u>Unit 2-I'm learning Spanish</u> Write about feelings Write numbers 1 to 10.</p>																																									

	<u>Unit 3 - animals</u> Say the names of a variety of animals.	<u>Unit 3 - animals</u> Say the names of a variety of animals.	<u>Unit 3 - animals</u> Read the names of some animals and match them to their correct picture.	<u>Unit 3 - animals</u> Write the names of animals.	<u>Unit 3 - animals</u> Use of un or una when referring to animals.
	<u>Unit 4 - musical instruments</u> Identify the instruments being spoken about.	<u>Unit 4 - musical instruments</u> To say the names of a variety of musical instruments.	<u>Unit 4 - musical instruments</u> Read the names of some instruments and match them to their correct picture.	<u>Unit 4 - musical instruments</u> To write the names of different instruments.	<u>Unit 4 - musical instruments</u> To use the verb 'to play' to be able to say that they play a certain instrument. Use 'la', 'el' or 'los' when speaking/writing about an instrument.
	<u>Unit 5 - Fruits</u> To understand when someone says what fruit they like or don't like. To understand when asked what fruit they like or dislike.	<u>Unit 5 - Fruits</u> To say what fruit they like or dislike. Ask what fruit someone likes.	<u>Unit 5 - Fruits</u> Read some names of different fruits.	<u>Unit 5 - Fruits</u> Write the names of some fruits.	<u>Unit 5 - Fruits</u> Use the correct 'un', 'una', 'los' or 'las').
	<u>Unit 6 - I can...</u> Identify different activities that are being said can be done.	<u>Unit 6 - I can...</u> To say simple sentences about activities they can do.	<u>Unit 6 - I can...</u> Read activities that people are doing and match them to their correct picture.	<u>Unit 6 - I can...</u> Write a simple sentence, starting I can...	<u>Unit 6 - I can...</u> To use the verb 'able to' to say things they are able to do.

<p>Year 4</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language</p>	<p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>
	<p><u>Unit 1: Phonetics lesson 2 (C) & Presenting Myself (I)</u></p> <ul style="list-style-type: none"> -someone asking how they are feeling and someone responding how they are feeling. -someone asking them their name and someone telling them their name. -someone telling their age and asking them their age. - someone telling them where they live and asking them where they live. -someone telling them where they are from and asking them the question where they are from. 	<p><u>Unit 1: Phonetics lesson 2 (C) & Presenting Myself (I)</u></p> <ul style="list-style-type: none"> - say how they are feeling and ask someone how they are feeling. -count to 20. -ask someone their name and tell someone theirs. -tell somebody my age and ask somebody their age .tell somebody where they live and ask somebody where they live. -tell someone where they are from. 	<p><u>Unit 1: Phonetics lesson 2 (C) & Presenting Myself (I)</u></p> <p>Read a section of text and understand what the person's name is, how old they are, where they live and their nationality.</p>	<p><u>Unit 1: Phonetics lesson 2 (C) & Presenting Myself (I)</u></p> <p>Write simple sentences to say: My name is.... I am years old. I live in England and I am English.</p> <p>Write simple questions: What is your name? How old are you?</p>	<p><u>Unit 1: Phonetics lesson 2 (C) & Presenting Myself (I)</u></p> <p>Normally the Spanish drop the personal pronoun 'I' so yo me llamo becomes me llamo. The 'I' part of the verb is explained by how the verb ending is conjugated to llamo (which is the 'I' part of the verb llamar). The dropping of the personal pronoun yo happens all the way through Spanish to keep the language fluent and flowing so please explain this to your pupils.</p> <p>Positioning of question marks and use of these in a Spanish sentence.</p>

	<p><u>Unit 2 - Family</u> Listen to people talk about their family and understand who they are talking about.</p>	<p><u>Unit 2 - Family</u> Say the nouns in Spanish for members of their family. Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members.</p>	<p><u>Unit 2 - Family</u> Read words for family members and be able to identify these.</p>	<p><u>Unit 2 - Family</u> Write simple sentences about family members. Such as: My aunt is called, I have one sister.</p>	<p><u>Unit 2 - Family</u> Understand the concept of mi and mis in Spanish In this lesson we use “EL” (without an accent) which is the masculine equivalent of our word “THE” in English - “EL papá” (THE father) but we then have “ÉL” (with an accent) which is the equivalent of our word “HE” in English - “ÉL se llama...” (HE is called). The possessives mi (‘my’ singular) and mis (‘my’ plural) so they can describe their own/a family</p>
	<p><u>Unit 3 - Goldilocks</u> Listening to a traditional tale in Spanish and identify key vocabulary.</p>	<p><u>Unit 3 - Goldilocks</u> To say some key words from the story.</p>	<p><u>Unit 3 - Goldilocks</u> Matching Spanish words from the story to their picture. Read a phrase card correctly and with good pronunciation</p>	<p><u>Unit 3 - Goldilocks</u> Write some key words for some of the characters.</p>	<p><u>Unit 3 - Goldilocks</u></p>
	<p><u>Unit 4 Habitats</u> Listen to information about habitats and animals.</p>	<p><u>Unit 4 Habitats</u> Tell somebody in Spanish the key elements animals and plants need to survive in their habitat. Tell somebody in Spanish examples of the most common habitats for plants and animals and give a named example of</p>	<p><u>Unit 4 Habitats</u> Read information about certain habitats.</p>	<p><u>Unit 4 Habitats</u> Ask what is a habitat. Write simple vocabulary about habitats/animals.</p>	<p><u>Unit 4 Habitats</u></p>

		these habitats. Tell somebody in Spanish which animals live in these different habitats. Tell somebody in Spanish which plants live in these different habitats.			
	<p><u>Unit 5 Classroom</u> Hear the names of different classroom objects and identify these.</p> <p>Follow some classroom commands.</p>	<p><u>Unit 5 Classroom</u> Name some classroom objects.</p> <p>Say some simple sentences about what they have or don't have in the classroom.</p>	<p><u>Unit 5 Classroom</u> Identify the names of some classroom objects.</p>	<p><u>Unit 5 Classroom</u> Write the names of some classroom objects.</p>	<p><u>Unit 5 Classroom</u> Use "UN", "UNA" or "UNAS" correctly for some classroom objects.</p>
	<p><u>Unit 6 My Home</u></p> <p>Respond to someone asking about your home.</p>	<p><u>Unit 6 My Home</u> Say words for an apartment and house. Ask somebody to describe their home to me using the phrase "¿Cómo es tu casa?"</p>	<p><u>Unit 6 My Home</u> To identify from written text what rooms people have and do not have in their home.</p>	<p><u>Unit 6 My Home</u> Write a sentence to say if they live in an apartment or house.</p> <p>Write a sentence about a room they have in their house.</p>	<p><u>Unit 6 My Home</u> Correctly use un and una to talk about a house or apartment. Use the phrase "En mi casa hay" to talk about what rooms have in house. Use the phrase "En mi casa no hay" to say what rooms they do not have.</p> <p>Use the connective word for "and" (y) to connect two sentences together.</p>
Year 5	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge,	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).

	using the decoding skills we have developed.	confidence and spontaneity.	Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3.	where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG 'my blue coat.'
	<u>Unit 1 Phonetics lesson 3 (C) & Do You Have A Pet?</u>	<u>Unit 1 Phonetics lesson 3 (C) & Do You Have A Pet?</u>	<u>Unit 1 Phonetics lesson 3 (C) & Do You Have A Pet?</u>	<u>Unit 1 Phonetics lesson 3 (C) & Do You Have A Pet?</u>	<u>Unit 1 Phonetics lesson 3 (C) & Do You Have A Pet?</u>
	<u>Unit 2 What Is The Date?</u> Hear the months of the year and understand what these are. To understand when someone asks them their birthday. To understand when someone asks them the date.	<u>Unit 2 What Is The Date?</u> Say some months of the year with good pronunciation. Say when their birthday is. Ask when someone's birthday is. Say what the date is. Ask what date it is.	<u>Unit 2 What Is The Date?</u> Read the months of the year. To read when someone's birthday is.	<u>Unit 2 What Is The Date?</u> To write some months of the year. To write when their birthday is.	<u>Unit 2 What Is The Date?</u> Use of el to say the, e.g the 3rd of December.
	<u>Unit 3 - The weather</u> Understand some phrases about weather. Understand when someone asks them what the weather is like.	<u>Unit 3 - The weather</u> Say some phrases about weather. Ask what the weather is like.	<u>Unit 3 - The weather</u> To read about what someone says the weather is like.	<u>Unit 3 - The weather</u> Write a simple sentence about the weather. EG. It is sunny.	<u>Unit 3 - The weather</u>

	<p><u>Unit 4 - Romans</u> Understand some key words from the story of Romulus and Remus.</p>	<p><u>Unit 4 - Romans</u> Name a key person from the Roman Empire. Say something that the Romans invented.</p>	<p><u>Unit 4 - Romans</u> Read simple sentences relating to the Romans such as I am poor, I go to school.</p>	<p><u>Unit 4 - Romans</u> Spell the days of the week Write some simple sentences relating to the Romans, such as I am poor, I go to school.</p>	<p><u>Unit 4 - Romans</u></p>
	<p><u>Unit 5 - Olympics</u> Listen to key facts of the history of ancient Olympics.</p>	<p><u>Unit 5 - Olympics</u> Say some key facts about modern Olympics.</p>	<p><u>Unit 5 - Olympics</u> Read a text about the Olympics and be able to pick out key information.</p>	<p><u>Unit 5 - Olympics</u> Spell the names of some of the games that take place in the Olympics.</p>	<p><u>Unit 5 - Olympics</u> Start to conjugate the YO and ÉL/ELLA form of the verb PRACTICAR accurately</p>
	<p><u>Unit 6 - Clothes</u> Understand when people talk to them about the clothes they are wearing.</p>	<p><u>Unit 6 - Clothes</u> Name some items of clothing. Say a simple sentence about clothes. EG. I wear a shirt.</p>	<p><u>Unit 6 - Clothes</u> Read a simple extract and be able to identify items of clothing mentioned.</p>	<p><u>Unit 6 - Clothes</u> Write the names of different clothes. Write a simple sentence: eg. I wear a pair of trousers.</p>	<p><u>Unit 6 - Clothes</u> Use the correct word for "a" in Spanish for these items of clothing</p>
<p>Year 6</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>

				opinions.	
	<p><u>Unit 1 Phonetics lesson 4 (C) & At School</u> Understand when people talk about certain subjects and whether they like them or not. Understand when people talk about when they study certain lessons.</p>	<p><u>Unit 1 Phonetics lesson 4 (C) & At School</u> Say which subjects they are learning and which they enjoy. Say what time they have certain subjects.</p>	<p><u>Unit 1 Phonetics lesson 4 (C) & At School</u> Identify subjects that people say they like or don't like and when they have them.</p>	<p><u>Unit 1 Phonetics lesson 4 (C) & At School</u> Write sentences to say what their favourite subject is and what time they have certain lessons.</p>	<p><u>Unit 1 Phonetics lesson 4 (C) & At School</u> Use of correct articles and determiners for subjects in school.</p>
	<p><u>Unit 2 - Regular Verbs</u> Identify verbs used in the speaking of Spanish.</p>	<p><u>Unit 2 - Regular Verbs</u> Name one regular -ER verb in its infinitive form. Name one regular -IR verb in its infinitive form. Name one regular -AR verb in its infinitive form . Say the pronoun for "I". Say the pronoun for "HE". Say the pronoun for "SHE".</p>	<p><u>Unit 2 - Regular Verbs</u> Read regular verbs in sentences and understand their meaning.</p>	<p><u>Unit 2 - Regular Verbs</u> Write sentences using verbs in sentences together with the pronoun I/he/she.</p>	<p><u>Unit 2 - Regular Verbs</u> Understand what a regular Spanish verb means.</p>
	<p><u>Unit 3 - The Weekend</u> Understand when someone asks them the time or tells them the time. Understand when people tell them what they do at the weekend and at what time.</p>	<p><u>Unit 3 - The Weekend</u> Ask the time. Tell you the time accurately . Say at least five things that they do at the weekend . Tell you where the verb is in the phrases we have learnt in the unit. Use connectives to link three phrases together .</p>	<p><u>Unit 3 - The Weekend</u> Read a text and understand at what time of day certain activities take place and what these activities are.</p>	<p><u>Unit 3 - The Weekend</u> Write sentences to say what they do on a weekend. Say what time they do certain activities.</p>	<p><u>Unit 3 - The Weekend</u> Use of connectives in written and spoken Spanish.</p>

		Tell you what they do at the weekend and at what time.			
	<p><u>Unit 4 - Habitats</u> Understand when someone asks about a habitat. Understand when someone talks about a certain habitat.</p>	<p><u>Unit 4 - Habitats</u> Tell you what a habitat is in Spanish. Remember at least 3 things necessary in a habitat for plants and animals to survive. Name at least 3 different types of habitats. Say at least one extended sentence on an adaptation of a plant or animal. Present in oral or written form on a particular habitat. Where it is, what type of habitat it is and an animal or plant that lives there.</p>	<p><u>Unit 4 - Habitats</u> Read information about different animals and their habitats and understand the meaning of this.</p>	<p><u>Unit 4 - Habitats</u> Present in oral or written form on a particular habitat. Where it is, what type of habitat it is and an animal or plant that lives there.</p>	<p><u>Unit 4 - Habitats</u></p>
	<p><u>Unit 5 - The Vikings</u> Understand when people talk about the different qualities that Vikings had.</p>	<p><u>Unit 5 - The Vikings</u> Speak in sentences about the qualities that Vikings had.</p>	<p><u>Unit 5 - The Vikings</u> Read sentences about Vikings and understand their meaning - such as the qualities that they possessed.</p>	<p><u>Unit 5 - The Vikings</u> Write information about the qualities that Vikings had.</p>	<p><u>Unit 5 - The Vikings</u></p>
	<p><u>Unit 6 -Me In The World</u> Understand when people tell you their name and whether they are from. Understand when people discuss countries where Spanish is spoken.</p>	<p><u>Unit 6 -Me In The World</u> Say some Hispanophone (Spanish speaking) countries. Tell you their capital cities. Find these four countries on a world map. Tell you one place of</p>	<p><u>Unit 6 -Me In The World</u> Read information about certain Spanish speaking countries.</p>	<p><u>Unit 6 -Me In The World</u> Spell some Spanish speaking countries. Write a sentence to say what you could do to help protect the planet. Write a sentence saying where you live.</p>	<p><u>Unit 6 -Me In The World</u></p>

		<p>interest in Madrid and one in Lima.</p> <p>Tell you what they are going to do to help protect our planet.</p>			
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