



MFL Spanish



Long Term Whole School Overview

MFL Spanish Whole School Overview			
	Autumn	Spring	Summer
Year 1	Autumn 1&2	Spring 1&2	Summer 1 & 2
<u>Term and Focus</u>	Unit: Greetings/ numbers and colours	Unit: Minibeast Unit: Transports	Unit: Red Riding Hood (body parts) Unit: Shapes
<u>Prior Learning</u>	New learning	New learning	New learning
<u>Future Learning</u>	<p>Children in year 2 will speak aloud familiar words in chorus (speaking).</p> <p>They will listen and respond to familiar spoken words- e.g., simple instructions, rhymes, and songs- (listening)</p> <p>They will read aloud familiar single words related to familiar topics. (reading).</p>	<p>Children in year 2 will speak aloud familiar words in chorus (speaking).</p> <p>They will listen and respond to familiar spoken words- e.g., simple instructions, rhymes, and songs- (listening)</p> <p>They will read aloud familiar single words related to familiar topics. (reading).</p>	<p>Children in year 2 will speak aloud familiar words in chorus (speaking).</p> <p>They will listen and respond to familiar spoken words- e.g., simple instructions, rhymes, and songs- (listening)</p> <p>They will read aloud familiar single words related to familiar topics. (reading).</p>
Year 2	Autumn 1&2	Spring 1&2	Summer 1 & 2
<u>Term and Focus</u>	Unit: Greetings/ numbers and colours	Unit: Minibeast Unit: Transports	Unit: Red Riding Hood (body parts) Unit: Shapes
<u>Prior Learning</u>	New learning	New learning	New learning

<p>Future Learning</p>	<p>Children in year 3 will be able to speak with others using simple words and phrases (e.g., greetings and basic information about themselves).</p> <p>They will listen and respond to familiar spoken words and short phrases. (listening)</p> <p>They will read aloud familiar words or short phrases related to familiar topics. (reading).</p> <p>They will write some familiar simple words from memory or using supported written materials. (writing)</p>	<p>Children in year 3 will be able to speak with others using familiar vocabulary and short phrases and work on building up their memory skills. (speaking)</p> <p>They will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles from familiar topics learnt in year 2. (listening)</p> <p>Pupils will attempt to spell and write some simple words and short phrases from memory. (reading and writing)</p>	<p>Children in year 3 will build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping their memory and retention skills so pupils can retain and recall the vocabulary taught in the long-term. (speaking)</p> <p>They will listen and respond to familiar spoken words, phrases and simple sentences. (listening)</p> <p>They will begin to recognise and understand familiar written words and short phrases (e.g., basic nouns and first person "I" form of simple verbs) in written text. (reading)</p> <p>Children in year 3 will start to create short, spoken simple sentences integrating 1st person singular or high frequency verbs about familiar topics. They begin to move from single words to short, simple phrases. (writing)</p>
<p>Year 3</p>	<p>Autumn 1&2</p>	<p>Spring 1&2</p>	<p>Summer 1 & 2</p>
<p>Term and Focus</p>	<p>Unit: I am learning Spanish Unit: Animals</p>	<p>Unit: Musical instruments Unit: Under the sea</p>	<p>Unit: Fruit (likes and dislikes) Unit: I can (action verbs)</p>
<p>Prior Learning</p>	<p>Greetings/ numbers 1-10 and colours Animals (new learning)</p>	<p>New learning</p>	<p>New learning</p>
<p>Future Learning</p>	<p>Children in year 4 will speak with others using familiar short sentences (speaking).</p> <p>Children in year 4 will recognise and understand familiar written words and short phrases in written text (reading).</p> <p>They will begin to use correct pronunciation when speaking. (speaking)</p>	<p>Children in year 4 will build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term. (speaking)</p> <p>They will develop understanding of the sounds of individual letters and groups of letters (listening).</p> <p>Pupils will read a wider range of familiar written words, phrases and short</p>	<p>Children in year 4 will start to be able to give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.' . (speaking)</p> <p>They will use correct pronunciation when speaking and start to see links between pronunciation and spelling. (listening)</p>

	They will write some familiar words and short phrases from memory or using supported written materials. (writing)	sentences aloud to another person. (reading) Pupils will be able to spell and write some simple words and short phrases from memory. (writing) They will have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play. (grammar)	Pupils will learn to identify cognates and start to learn how to decode written text they are presented with. (reading) Children in year 4 will start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc. (writing)
Year 4	Autumn 1&2	Spring 1&2	Summer 1 & 2
Term and Focus	Unit: Presenting myself Unit: Family (new learning)	Unit: In the classroom Unit: Do you have a pet?	Unit: In my home (new learning) Unit: vegetables (likes and dislikes)
Prior Learning	Greetings/ numbers 1-10 and colours	New learning	Children in year 3 are able to be to give a simple positive and/or negative opinion in spoken form.
Future Learning	Children in year 5 will communicate by asking and answering a wider range of questions using longer phrases and sentences. (speaking). They will listen for and identify specific words and phrases in instructions, songs, etc. (listening) Pupils will read and understand familiar written words, phrases and short sentences. (reading) They will use some familiar words, phrases and simple sentences from memory or using a word bank. (writing)	Children in year 5 will engage in longer conversations asking & answering questions about themselves. They will learn to keep a conversation going for longer by asking more probing questions such as: 'How are you; 'What is your name?'' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc. (speaking & listening) They will read and understand familiar written words, phrases and short sentences (e.g., pet descriptions). (reading) They will write simple sentences and short paragraphs from memory or using supported written materials. (writing) Children will understand the concept of gender (masculine & feminine) and which article (definite or	Children in year 5 will be able to give a simple opinion in spoken form with natural fluency and quick recall. (speaking) Pupils will move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. (listening) They are now able to start writing full sentences with increased ease and improved accuracy from familiar topics: 'my classroom', 'my home', 'my family', etc. (writing) Pupils will read a variety of simple texts in different but authentic formats (e.g., stories, song lyrics) covering familiar topics. (reading) They will use the negative form, possessives and connectives. (grammar)

		indefinite) to use correctly with different nouns (grammar)	
Year 5	Autumn 1&2	Spring 1 & 2	Summer 1 & 2
Term and Focus	Unit: Presenting myself Unit: Date (new learning)	Unit: Weather (new learning) Unit: Clothes (new learning)	Unit: Planets (new learning) Unit: At the cafe
Prior Learning	Children in year 4 are able to present themselves using short phrases and sentences, for instance: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'.	New learning	Children in year 4 are able to give a simple positive and/or negative opinion in spoken form.
Future Learning	Children in year 6 will take part in short conversations using sentences and familiar vocabulary. (speaking) They will undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. (listening) Pupils will read a variety of simple texts covering familiar topics. (reading) They will write more complex sentences from memory or using supported written materials. (writing)	Children in year 6 will be able to engage in longer conversations on a much wider range of topics, for example, presenting themselves, describing their pet, describing the weather, etc. Children in year 6 will be able to express and justify opinions orally and in writing. (speaking & writing) They will understand and identify longer and more complex phrases and sentences (e.g., descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear. (listening) Pupils will be able to read aloud with expression and accurate pronunciation. (reading)	Children in year 6 will be able to speak with improved fluency and ease using full sentences from memory on a wider variety of topics. (speaking) Pupils will be able to learn to manipulate language and learn that language is transferable from topic to topic. (speaking) Pupils will use more expanded speaking structures in units including: ', 'Family', 'My Home', ', 'The Date', 'The Weather', 'Clothes' etc. (speaking) They will be taught to understand longer, more complex passages of spoken language that is based on taught language with new and unfamiliar language. (listening) Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils will create and write them sentences with the aid of word banks and not necessarily spelling all words from memory. (writing)

			<p>They will check spellings with a dictionary. (writing)</p> <p>They will understand what the different parts of a fully conjugated verb looks like and what each of the personal pronouns are. (grammar)</p>
Year 6	Autumn 1&2	Spring 1 & 2	Summer 1 & 2
<u>Term and Focus</u>	Unit: Me in the world Unit: The Olympics (new learning)	Unit: Regular verbs (new learning) Unit: At the school (new learning)	Unit: At weekend (new learning) Unit: Healthy lifestyle (new learning)
<u>Prior Learning</u>	<p>Children in year 5 engage in longer conversations asking & answering questions using accurate pronunciation related to familiar topics.</p> <p>They are able to keep a conversation going for longer by asking more probing questions such as: 'How are you; 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc.</p>	<p>Children in year 5 are able to use verbs in the correct form (e.g., first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p>	<p>Children in year 5 are able to quickly and easily use and give a positive and negative opinions in spoken form. They also have acquired vocabulary skills that enable them to include a justification for their opinion in units including: 'At School'.</p>
<u>Future Learning</u>	KS 3	KS3	KS3