



Spanish Curriculum & Progression

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.



Year A Spanish Curriculum Overview

	Autumn Impact & Power	Spring Perspective & Empathy	Summer Celebration & Change
Year 5/6	Powerful Me!	The World from my Perspective.	My World Redefined.
Year 3/4	Mighty Me!	The World according to Me	My Changing World
Year 1/2	Spanish Foundations		

Year B Spanish Curriculum Overview




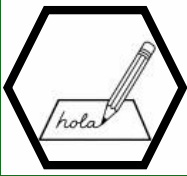

	Autumn Responsibility & Risk	Spring Culture & Diversity	Summer Reflection & Legacy
Year 5/6	Adventures in the City.	Tapas and Traditions.	This is Spain!
Year 3/4	Caring for my Community.	Discover Spain.	Moments that Matter.
Year 1/2	Spanish Foundations		

An inclusive MFL (Spanish) Curriculum: Supporting Children with SEND












At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Spanish, class teachers will adapt their lessons where necessary using ideas taken from this list however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
<ul style="list-style-type: none"> • Visual vocabulary cards. (Children can match or point instead of writing). • Spanish Dictionaries. • Vocabulary books. • Vocabulary Mats for different topics. • Word Mats and phonics cues (e.g., ll = y sound). • Sentence builders/models. • Now/Next boards & lesson routines to show lesson structure visually. • Technology (apps, audio tools) • Simple recording tools. 	<ul style="list-style-type: none"> • Learning through songs and movement. • Actions and gestures to help learn new words. • Repetition through music. • Songs, rhymes and rhythm. • Tactile activities. • Opportunities for peer-on-peer activities, group tasks and paired work. • Colour coding grammar and key words. • Whiteboards. 	<ul style="list-style-type: none"> • Pre-teach key vocabulary. • Working Wall if necessary and use of vocabulary books. • Chunked language in lesson input (Teach useful phrases (Me gusta..., Tengo...) instead of single words) Alternative communication methods. • Child can respond through pointing or picture matching. • Adult scribe when appropriate. Model + scaffold speaking • Use repetition, echoing, and structured talk frames. Partner work with roles . • Teacher prompts. 	<ul style="list-style-type: none"> • Flexible outcomes • Use mini check-ins → Thumbs up/down, traffic lights, or quick matching tasks. • Record oral work → Use tablets/apps to capture pronunciation. • Reduce cognitive load → Assess one skill at a time (e.g., listening only). • Success criteria with visuals → e.g., “I can say 3 animals” with pictures.

Spanish Skills Overview KS2- See main document for Year 1/2 Spanish Foundations and more detailed progression

	Year 3	Year 4	Year 5	Year 6
Listening 	<ul style="list-style-type: none"> Listen and respond to basic greetings and classroom instructions. Identify familiar words and simple phrases related to topics. Join in with songs, rhymes, and simple stories. 	<ul style="list-style-type: none"> Understand simple questions and statements about familiar topics. Follow short spoken instructions and classroom routines. Begin to recognise differences between Spanish sounds and English sounds. 	<ul style="list-style-type: none"> Understand longer phrases and simple sentences spoken clearly. Listen for specific information in short dialogues. Follow short descriptions about familiar topics such as family or hobbies. 	<ul style="list-style-type: none"> Understand the main points from short spoken passages. Identify key details from simple conversations. Respond appropriately to spoken questions.
Speaking 	<ul style="list-style-type: none"> Repeat words and short phrases accurately. Introduce themselves using simple sentences. Answer basic questions such as name, age, or how they feel. 	<ul style="list-style-type: none"> Ask and answer simple questions. Take part in short role-play conversations. Express basic opinions using phrases such as 'me gusta'. 	<ul style="list-style-type: none"> Speak in short sentences about familiar topics. Use simple connectives such as 'y' and 'pero'. Ask a range of simple questions. Develop confidence speaking in front of the class. 	<ul style="list-style-type: none"> Participate in short conversations with increasing spontaneity. Present short prepared descriptions or presentations. Express opinions and give simple reasons. Build confidence using correct pronunciation and intonation.
Reading 	<ul style="list-style-type: none"> Recognise familiar words and simple phrases. Match words to pictures. Read simple captions and labels. 	<ul style="list-style-type: none"> Begin to read simple questions and respond. Identify familiar vocabulary in short texts. Use picture cues to support understanding. 	<ul style="list-style-type: none"> Read and understand short sentences. Identify key information in simple texts. Understand simple descriptions of people or places. 	<ul style="list-style-type: none"> Read short paragraphs about familiar topics. Identify main ideas and details. Use context to understand unfamiliar vocabulary.
Writing 	<ul style="list-style-type: none"> Write single familiar words from memory. Copy short phrases accurately. Label pictures using known vocabulary. 	<ul style="list-style-type: none"> Begin to write simple sentences with support. Use sentence models to build new sentences. Spell common words correctly. 	<ul style="list-style-type: none"> Write short sentences using familiar vocabulary. Begin to use connectives to extend sentences. Write about familiar topics such as family, pets, or hobbies. 	<ul style="list-style-type: none"> Write short paragraphs using simple sentence structures. Express opinions and simple reasons in writing. Begin to adapt model sentences independently.
Cultural Awareness 	<ul style="list-style-type: none"> Know that Spanish is spoken in many countries. Learn about simple cultural symbols such as food or flags. Experience songs and celebrations. 	<ul style="list-style-type: none"> Learn about daily life in Spanish-speaking countries. Explore traditional foods and festivals. Compare simple aspects of school life in Spain and the UK. 	<ul style="list-style-type: none"> Study Spanish traditions and celebrations. Compare cultural traditions with those in the UK. Understand that language and culture are connected. 	<ul style="list-style-type: none"> Discuss cultural traditions in more detail. Explore famous Spanish-speaking places and landmarks.. Reflect on cultural similarities and differences.




Scheme of Learning & Progression: Year A

Year Group	Impact & Power (Term 1 and 2)	Perception & Empathy (Term 3 and 4)	Celebration & Change (Term 5 &6)
Year 1 & 2	<p>Key Theme: Spanish Foundations</p> <p>Introducing Year 1: Embedding Year 2</p>  		
	<p>Introducing MFL in the summer term for KS1 helps children develop early listening and speaking skills while they are highly receptive to new sounds and language patterns. It fosters curiosity, confidence, and positive attitudes towards different cultures. Early exposure also supports a smoother transition into more formal language learning in Key Stage 2.</p> <p>Listening and speaking: Introducing simple Spanish greetings.</p> <p>Vocabulary themes:</p> <ul style="list-style-type: none"> - Numbers 1-10 - Colours - Days of the week - Family members <p>Songs and stories: Action songs and chants, simple stories in Spanish and repetition-based learning.</p>	<p>Vocabulary</p> <p><u>Spanish Greetings:</u> Hola – Hello , Me llamo – My name is... , Adiós – Goodbye, Cómo te llamas? – What’s your name?</p> <p><u>Key Vocabulary:</u></p> <p>Numbers: 1 – uno, 2 – dos, 3 – tres, 4 – cuatro, 5 – cinco, 6 – seis, 7 – siete, 8 – ocho, 9 – nueve, 10 – diez</p> <p>Colours: red – rojo, blue – azul, yellow – amarillo, green – verde, orange – Naranja, pink – rosa, purple – morado, black – negro, white – blanco, brown – marron)</p> <p>Days of the Week: Monday – lunes, Tuesday – martes, Wednesday – miércoles, Thursday – Jueves, Friday – Viernes, Saturday – sábado, Sunday – domingo)</p> <p>Family: mum – mama, dad – papa, brother – hermano, sister – hermana, grandma – Abuela, grandad – abuelo, family – familia</p>	
Year 3 & 4	<p>Key Theme: Mighty Me</p>  	<p>Key Theme: Family and Farm</p>   	<p>Key Theme: My Changing World</p>    
	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. I can say hello and introduce myself. 2. I can count and recap numbers to 10. 3. I can ask and answer questions to find out information about someone. (how are you? How old are you?) 4. I can name parts of the body. 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. I can talk about who is in my family. 2. I can talk about my pets. (what I have/what I would like) 3. I can name animals you would find on a farm. 4. I can describe some features of farm animals. 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. I can name the school subjects. 2. I can express my opinion about school subjects. 3. I can begin to count up to 100. 4. I can say and order the days of the week and the months of the year.

<p>5. I can recognise and repeat some colours in Spanish.</p> <p>6. I can describe my clothes.</p>		<p>5. I can describe our farm in Spanish.</p> <p>6. I can try to use the Spanish alphabet to spell words.</p>		<p>5. I can have a conversation with someone about our birthdays.</p> <p>6. I can say and write the day, number and month in a different tense.</p>	
<p>Disciplinary Knowledge Year 3</p> <ul style="list-style-type: none"> - I can learn simple words and sounds (listening) - I can communicate with others using simple words and phrases (speaking) - I can listen to and repeat short rhymes (listening) - I can write familiar words/phrases - I can start to understand the concept of noun genders and articles e.g. the/a (grammar) 	<p>Disciplinary Knowledge Year 4</p> <ul style="list-style-type: none"> - I can begin to build sentences - I can start to develop a better understanding of the concept of noun genders and articles e.g. the/a and adjective position (comes after a noun) - I can ask and answer questions 	<p>Disciplinary Knowledge Year 3</p> <ul style="list-style-type: none"> - I can listen to short stories and songs - I can communicate with others using simple words and phrases - I can start to understand the concept of noun genders and articles e.g. my 	<p>Disciplinary Knowledge Year 4</p> <ul style="list-style-type: none"> - I can write short sentences using conjunctions e.g. I like... but I don't like... - I can understand the concept of noun genders and articles e.g. my - I can use adjective position and agreement to gender (comes after a noun) - I can ask and answer questions - I can communicate with others including a negative reply if and when required e.g. I don't like fish. 	<p>Disciplinary Knowledge Year 3</p> <ul style="list-style-type: none"> - I can communicate with others - I can use short words or phrases when communicating - I can write short phrases using learned vocabulary - I can understand that sounds follow patterns e.g. ll, j 	<p>Disciplinary Knowledge Year 4</p> <ul style="list-style-type: none"> - I can notice phonics rules to decode words - I can notice patterns in words - I can begin to understand different tenses e.g. past, present and future when looking at yesterday, today and tomorrow - I can notice the number pattern and apply it to numbers above 31 - I can communicate with others using phrases with increased confidence
<p>Substantive Knowledge</p> <p>I know how to say hello and my name is.</p> <p>I know how to count to 10 in Spanish.</p>		<p>Substantive Knowledge</p> <p>I know the Spanish name for people in my family</p> <p>I know the vocabulary for different animals.</p>		<p>Substantive Knowledge</p> <p>I know some school subjects in Spanish</p> <p>I know the numbers some numbers from 31 – 100.</p>	

<p>I know how to ask and answer “how are you?” and “how old are you?”</p> <p>I know the names of colours in Spanish.</p> <p>I know the name of different items of clothing.</p> <p>I know the adjective comes after the noun when describing colours.</p>	<p>I know how to say I have a... or I would like a ... when talking about pets</p> <p>I know some farm animals in Spanish.</p> <p>I know three words to describe the farm.</p> <p>I know some letters in the Spanish alphabet.</p>	<p>I know how to say when my birthday is.</p> <p>I know how to ask someone when their birthday is.</p>
<p>Links with NC</p> <p>Start to listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Start to explore the patterns and sounds of language through songs and rhymes.</p> <p>Try to describe people, places, things and actions orally and in writing.</p> <p>Begin to engage in conversations; ask and answer questions;</p>	<p>Links with NC</p> <p>Begin to speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Try to appreciate stories, songs, poems and rhymes in the language.</p> <p>Start linking the spelling, sound and meaning of words.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Begin to express opinions.</p>	<p>Links with NC</p> <p>Begin to express opinions.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Start to engage in conversations; ask and answer questions.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Start to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>
<p>Vocabulary</p> <p><u>Introducing Yourself:</u></p> <p>Hola – Hello</p> <p>Me llamo – My name is...</p> <p>Adiós – Goodbye</p> <p>Cómo te llamas? – What’s your name?</p> <p><u>Numbers:</u></p> <p>Cero-zero, uno-one, dos- two, tres- three, cuatro- four, cinco- five, seis- six, siete- seven, ocho- eight, nueve- nine, diez – ten.</p> <p><u>Conversational Questions:</u></p> <p>Qué tal?-How are you?</p> <p>Bien-well, Muy bien-very well, Fenomenal-great, Regular- so-so, Mal- bad/not well, Fatal-dreadful</p> <p>Gracias- thank you.</p> <p>Cuántos años tienes?- How old are you? Tengo ... años- I am ... years old.</p> <p><u>Parts of the body:</u></p>	<p>Vocabulary</p> <p><u>My Family:</u></p> <p>Mi madre- my mother, mi padre- my father, mis padres- my parents, mi Hermano- my brother, mi hermana- my sister, mi Abuela- my grandmother, mi abuelo- my grandfather, mis abuelos- my grandparents, mi familia- my family.</p> <p><u>Pets:</u></p> <p>Un perro- dog, un gato- cat, un hámster/hamsters- a hamster/hamsters, un pez/peces- a fish/fish (plural), un pájaro- bird, una cobaya- guinea pig, un Conejo- rabbit.</p> <p><u>Farm animals:</u></p> <p>La vaca- cow, el cerdo/Puerco-pig, el caballo- horse, la oveja- sheep, la cabra- goat, la gallina- hen, el pato- duck, el burro- donkey, and la alpaca – alpaca.</p>	<p>Vocabulary</p> <p><u>School subjects:</u></p> <p>el español- Spanish, el inglés- English, las ciencias- science, las matemáticas- maths, la música- music, el deporte- PE, la historia- history, la geografía- geography, la informática- computing, el dibujo – art.</p> <p>me gusta- I like...</p> <p>no me gusta- I don’t like...</p> <p><u>Numbers:</u></p> <p>https://www.bbc.co.uk/bitesize/articles/zwbkwnb#z6rdqfr</p> <p><u>Days of the week:</u></p> <p>Lunes-Monday</p> <p>Martes- Tuesday,</p> <p>Miércoles-Wednesday,</p> <p>Jueves- Thursday,</p> <p>Viernes- Friday,</p> <p>Sábado – Saturday,</p> <p>Domingo- Sunday</p>

<p>la cabeza- head, los hombros- shoulders, las piernas- legs, los pies- feet, los ojos- eyes, las orejas- ears, la boca- mouth, la nariz- nose.</p> <p><u>Colours:</u> Azul- blu, blanco- white, rojo- red, negro- black, Amarillo- yellow, verde- green, gris-grey, Naranja- orange, rosa- pink, violeta-purple, marron – brown.</p> <p><u>Clothing:</u> Camiseta- t-shirt, vaqueros – jeans, pantalones – trousers, vestido – dress, shoes – zapatos, jersey – jumper, zapatillas – trainers.</p>		<p><u>Months of the year:</u> Enero- January, febrero- February, marzo- March, abril- April], mayo- May, junio- June, julio- July, Agosto- August, septiembre- September, octubre- October, noviembre- November, diciembre – December.</p> <p><u>Birthdays:</u> El cumpleaños – birthday. Cúando es tu cumpleaños?- When is your birthday? Mi cumpleaños es... - My birthday is... Cumpleaños Feliz- Happy Birthday.</p>
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<p>Year 5 & 6</p>	<p>Key Theme: Powerful Me!</p> 	<p>Key Theme: Down on the Farm!</p> 	<p>Key Theme: My World Redefined.</p> 		
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. I can recognise and use different key phrases to introduce myself. 2. I can talk about myself and who I live with. 3. I can write about who I am. 4. I can talk about how I am and use adjectives to describe my feelings. 5. I can identify parts of the body. 6. I can describe the way that I look with simple sentences. 		<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. I can name common farm animals in Spanish. 2. I can say what animals are on a farm in simple sentences. 3. I can use verb 'hay' (there is) accurately. 4. I can compare farms in Spain and the UK. 5. I can talk about traditional Spanish rural life. 6. I can describe a local farm using role-play. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. I can explain key environment challenges in my local area. 2. I can plan a presentation in Spanish about the environment. 3. I can present a presentation in Spanish about the environment. 4. I can understand some key aspects of Spanish and culture. 5. I can use a range of vocabulary about different topics. 6. I can listen and respond when someone speaks in Spanish. 		
<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - I can understand that Spanish has different greetings and phrases for introducing 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - I can understand how to confidently introduce yourself using multiple sentence structures 	<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - I can identify familiar farm animals from spoken Spanish. 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - I can begin to listen with greater inference and understanding. - I can identify farm animals from spoken and written Spanish. 	<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - I can build simple sentences using a model or sentence frame. - I can familiar vocabulary to say what there is 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - I can create my own sentences independently using known vocabulary. - I can give and justify my

<p>yourself (e.g. hola, me llamo...).</p> <ul style="list-style-type: none"> - I can recognise and recall simple personal information phrases (name, age). - I can identify key vocabulary for family members and understand how to say who you live with. - I can recognise common adjectives to describe feelings (e.g. feliz, triste). – - I can identify basic parts of the body vocabulary. 	<p>(name, age, where you live).</p> <ul style="list-style-type: none"> - I can use first-person verbs accurately (e.g. <i>soy, tengo, vivo</i>). - I can understand that adjectives in Spanish can change depending on gender (basic exposure only, not mastery). - I can use conjunctions to extend sentences (e.g. <i>y, pero</i>). - I can describe who you live with using full sentences (e.g. <i>Vivo con mi madre y mi hermano</i>) - I can recall and apply body parts vocabulary in descriptive sentences. 	<ul style="list-style-type: none"> - I can match words to images. - I can repeat words and short phrases accurately. - I can use sentence frames (<i>Hay una... En la granja hay...</i>). - I can participate in structured role-play with heavy scaffolding. - I can recognise familiar vocabulary in written form. - I can identify simple differences between farms in Spain and the UK - I can respond to prompts (En España hay... En el Reino Unido hay...) 	<ul style="list-style-type: none"> - I can build their own sentences without full scaffolds. - I can adapt known structures (<i>En mi granja hay... y también...</i>) - I can extract information to compare the UK and Spain. - I can independently write a short description of a farm. - I can combine ideas using conjunctions (<i>y</i> and <i>también</i>). - I can use 'hay' accurately and consistently. - I can compare farms in Spain and the UK using simple opinions. (<i>En España hay más... porque...</i>) (scaffolded) 	<p>(hay...) in my local environment.</p> <ul style="list-style-type: none"> - I can give a simple opinion using a short phrase (e.g. <i>es importante</i>). - I can join ideas using basic connectives such as <i>y</i> and <i>pero</i>. - I can speak in short phrases from memory with understandable pronunciation. - I can read and understand short sentences using familiar words. - I can listen for key words and pick out the main idea. - I can copy and adapt a simple model to create my own sentences. - I can use a bilingual dictionary or word mat to find new words. 	<p>opinions using <i>porque</i>.</p> <ul style="list-style-type: none"> - I can use modal verbs such as <i>debemos</i> and <i>podemos</i> to suggest solutions. - I can use a range of connectives (e.g. <i>también, además</i>) to extend my ideas. - I can understand the main points and some detail in spoken Spanish. - I can plan and deliver a short presentation using familiar structures. - I can write a short paragraph using a model but with some independent choices. - I can check my work and improve it (e.g. word choice, accuracy).
<p>Substantive Knowledge I know core Spanish phrases to introduce myself.</p>	<p>Substantive Knowledge I know most farm animals in Spanish.</p>	<p>Substantive Knowledge I know the names of common environmental problems in Spanish.</p>			

<p>I know how to talk about who I live with. I know how to write first person verbs. I know some adjectives to describe how I feel. I know simple vocabulary for body parts in Spanish. I know simple sentence patterns.</p>	<p>I know basic descriptions for animals (<i>grande, pequeño, blanco, negro</i>). I know basic sentence structure using 'hay' (there is, there are). I know some differences between farms in Spain and the UK. I know the role of agriculture in Spanish culture. I know how to extend sentences using 'y' (and).</p>	<p>I know how to give simple opinions about environmental issues I know key sentence starters for presenting I know how to use simple connectives both orally and in writing. I know some basic cultural facts about Spanish-speaking countries (e.g. traditions, daily life, or environmental issues).</p>
<p>Links with NC Engage in conversations; ask and answer questions. Speak in sentences using familiar vocabulary Read carefully and show understanding of words and phrases. Write phrases from memory Adapt simple sentences to create new ones. Understand basic grammar (gender, agreement, sentence structure). describe people, places, things and actions orally and in writing.</p>	<p>Links with NC Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Present ideas and information orally to a range of audiences. Describe people, places, things and actions orally and in writing. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Links with NC Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Present ideas and information orally to a range of audiences. Describe people, places, things and actions orally and in writing. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>
<p>Vocabulary <u>Introducing Yourself:</u> Hola – Hello Me llamo... – My name is... Soy... – I am... Tengo ... años – I am ... years old Vivo en... – I live in... <u>Family:</u> madre – mum padre – dad 10eliz10o – brother hermana – sister familia – family Vivo con... – I live with... <u>Feelings (Adjectives):</u> 10eliz – happy</p>	<p>Vocabulary <u>Farm Animals:</u> la vaca – cow , el cerdo – pig , la oveja – sheep el caballo – horse, la gallina – hen, el gallo – rooster, el pato – duck, la cabra – goat, el burro – donkey <u>Farming Environment:</u> la granja – farm el campo – countryside el granjero / la granjera – farmer el establo – stable el campo / el prado – field el tractor – tractor <u>Key verb structures:</u> hay – there is / there are En la granja hay... – On the farm there is/are...</p>	<p>Vocabulary <u>Environmental nouns:</u> el medio ambiente – the environment, el cambio climático – climate change, la contaminación – pollution, la basura – rubbish, el plástico – plastic, el reciclaje – recycling, la energía – energy, el agua – water, el aire – air, los árboles – trees, el planeta – the planet <u>Solutions:</u> reciclar – to recycle, reducir – to reduce, reutilizar – to reuse, ahorrar energía – to save energy, proteger – to protect, debemos... – we must..., podemos... – we can... <u>Opinions:</u> creo que... – I think that..., pienso que... – I think that..., es importante – it is important, es necesario</p>

<p>triste – sad cansado/a – tired enfadado/a – angry contento/a – content nervioso/a – nervous</p> <p><u>Appearance:</u> alto/a – tall bajo/a – short tengo el pelo... – I have (hair)... tengo los ojos... – I have (eyes)...</p> <p><u>Body parts:</u> la cabeza – head los ojos – eyes la nariz – nose la boca – mouth los brazos – arms las piernas – legs las manos – hands</p> <p><u>Useful Conjunctions:</u> y – and pero – but también – also</p>	<p>En mi granja hay... – On my farm there is/are... también hay... – there is also...</p> <p><u>Cultural Vocabulary:</u> España – Spain el Reino Unido – the UK la vida rural – rural life la agricultura – agriculture el olivo – olive tree el viñedo – vineyard</p> <p><u>Useful Conjunctions:</u> y – and también – also pero – but</p>	<p>– it is necessary, es peligroso – it is dangerous, porque – because</p> <p><u>Useful conjunctions:</u> y – and pero – but también – also además – furthermore</p> <p><u>High Frequency Verbs:</u> hay – there is / there are, es – it is, tiene – it has, debemos – we must, podemos – we can</p> <p><u>Presentation Phrases:</u> hola – hello hoy voy a hablar sobre... – today I am going to talk about... en mi opinión... – in my opinion... en conclusión... – in conclusion...</p>
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Scheme of Learning & Progression: Year B




Year Group	Responsibility & Risk (Term 1 and 2)	Culture & Diversity (Term 3 and 4)		Reflection & Legacy (Term 5 &6)		
Year 1 & 2	Key Theme: Spanish Foundations Introducing Year 1: Embedding Year 2 <div style="display: flex; justify-content: center; gap: 10px;"> </div>					
	Introducing MFL in the summer term for KS1 helps children develop early listening and speaking skills while they are highly receptive to new sounds and language patterns. It fosters curiosity, confidence, and positive attitudes towards different cultures. Early exposure also supports a smoother transition into more formal language learning in Key Stage 2. <u>Listening and speaking:</u> Introducing simple Spanish greetings. <u>Vocabulary themes:</u> <ul style="list-style-type: none"> - Numbers 1-10 - Colours - Days of the week - Family members <u>Songs and stories:</u> Action songs and chants, simple stories in Spanish and repetition-based learning.		Introducing MFL in the summer term for KS1 helps children develop early listening and speaking skills while they are highly receptive to new sounds and language patterns. It fosters curiosity, confidence, and positive attitudes towards different cultures. Early exposure also supports a smoother transition into more formal language learning in Key Stage 2. <u>Listening and speaking:</u> Introducing simple Spanish greetings. <u>Vocabulary themes:</u> <ul style="list-style-type: none"> - Numbers 1-10 - Colours - Days of the week - Family members <u>Songs and stories:</u> Action songs and chants, simple stories in Spanish and repetition-based learning.			
Year 3 & 4	Key Theme: Caring for my community. 		Key Theme: Discovering Spanish culture 		Key Theme: Moments that matter 	
	Learning Objectives <ol style="list-style-type: none"> 7. I can say hello and introduce myself. 8. I can recap numbers to 10 and count to 100. 9. I can recognise and repeat some colours in Spanish. 10. I can talk about my town. 11. I can tell others about transport. 12. I can ask and give directions. 		Learning Objectives <ol style="list-style-type: none"> 1. I can ask for food in a full sentence 2. I can describe and give my opinions on food. 3. I can order different types of food 4. I can ask for prices of food 5. I can explore the country of Spain 6. I can look at the culture in other Spanish speaking countries. 		Learning Objectives <ol style="list-style-type: none"> 1. I can say the time in Spanish 2. I can talk about the timings of my day 3. I can describe the weather in different seasons 4. I can ask and answer questions and give my opinion on sports 5. I can talk about my holidays 6. I can gather information and present it about holidays 	
	Disciplinary Knowledge Year 3	Disciplinary Knowledge Year 4	Disciplinary Knowledge Year 3	Disciplinary Knowledge Year 4	Disciplinary Knowledge Year 3	Disciplinary Knowledge Year 4

	<ul style="list-style-type: none"> - I can listen carefully and repeat Spanish words and phrases with good pronunciation. - I can join in with songs, rhymes, and simple spoken sentences. - I can notice patterns in Spanish words (e.g. similar endings or repeated words). - I can copy and write single words or short phrases correctly. - I can answer simple questions using single words or short phrases. 	<ul style="list-style-type: none"> - I can listen for key words and phrases to understand the main meaning. - I can ask and answer simple questions with increasing confidence. - I can use basic sentence structures (e.g. "hay...", "voy en...") to communicate meaning. - I can read short phrases and match them to meanings or pictures. - I can write short sentences using a model. - I can improve my pronunciation by practising phonics (Spanish sound patterns). 	<ul style="list-style-type: none"> - I can listen to and repeat food words and simple sentences in Spanish. - I can use sentence starters (e.g. "Quiero...") to ask for food. - I can respond to simple questions about food using single words or short phrases. - I can recognise some familiar Spanish food words when I hear or see them. - I can use pictures and actions to help me understand meaning. - I can join in with role-play (e.g. ordering food) using simple phrases. - I can name some simple facts about Spain (e.g. food, traditions). 	<ul style="list-style-type: none"> - I can build full sentences to ask for food (e.g. "Quiero...", "Me gustaría..."). - I can express opinions about food and give a simple reason (e.g. "porque es rico"). - I can ask and understand questions about prices (e.g. "¿Cuánto cuesta?"). - I can write short sentences about food using a model or word bank. - I can describe some cultural aspects of Spain (e.g. traditional foods, mealtimes). 	<ul style="list-style-type: none"> - I can listen to and repeat times in Spanish using modelled phrases. - I can join in with speaking activities about my daily routine using short phrases. - I can recognise and repeat simple weather expressions (e.g. "hace sol", "hace frío"). - I can understand simple questions about sports and respond with single words or short phrases. - I can use actions, pictures, and context to 	<ul style="list-style-type: none"> - I can tell the time in Spanish using full sentences. - I can understand and respond to questions about times and routines. - I can describe the weather using a range of phrases and apply them to seasons. - I can ask and answer questions about sports using simple sentence structures. - I can recognise and apply simple grammar patterns (e.g. word order, verb use like "hace", "juego"). - I can use a glossary or word bank to find and use new vocabulary. - I can gather simple information
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				<p>help me understand meaning.</p> <p>spoken in different countries around.</p> <ul style="list-style-type: none"> - I can present simple information by repeating or slightly adapting modelled sentences. 	<p>(e.g. from texts or research) and present it clearly.</p> <ul style="list-style-type: none"> - I can improve my pronunciation using my knowledge of Spanish phonics.
<p>Substantive Knowledge</p> <p>I know how to say I live in a city/town/village</p> <p>I know how to say what is in my city/town</p> <p>I know the numbers to 100</p> <p>I know different types of transport</p> <p>I know how to say 'I travel to school by'</p> <p>I know how to say it is left, right or straight ahead.</p> <p>I know how to ask someone for directions</p>	<p>Substantive Knowledge</p> <p>I know how to say my favourite foods in Spanish.</p> <p>I know how to say 'I like... and I don't like...'</p> <p>I know how to ask someone what their favourite food is.</p> <p>I know how to ask for a specific piece of food</p> <p>I know how to order food from a café/restaurant</p> <p>I know how to ask how much something is</p> <p>I know how to say how much something is</p> <p>I know the name of some animals in Spanish</p> <p>I know how to describe some animals</p> <p>I know that Spain is in Europe.</p> <p>I know two other Spanish speaking countries</p>	<p>Substantive Knowledge</p> <p>I know how to say the time using o'clock, half past, quarter to and quarter past in Spanish</p> <p>I know how to say what the weather is like</p> <p>I know the names of the seasons</p> <p>I know the names of different sports</p> <p>I know how to say which sports I like and dislike</p> <p>I know what England is in Spanish</p> <p>I know how to say what I do on holiday</p> <p>I know how to ask people about their holidays</p>			
<p>Links with NC</p> <p>Start to speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Begin to describe people, places, things and actions orally and in writing</p> <p>Try to engage in conversations; ask and answer questions;</p> <p>Begin to understand basic grammar associated with the language.</p>	<p>Links with NC</p> <p>Try to broaden their vocabulary and develop their ability to understand new words</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Try to engage in conversations; ask and answer questions; express opinions</p>	<p>Links with NC</p> <p>Begin to present ideas and information orally to a range of audiences</p> <p>Start to write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p>			

		Engage in conversations; ask and answer questions; express opinions
<p>Vocabulary <u>Introductions:</u> ¡Hola!- Hello!, ¡Adiós!- Goodbye!, buenos días- good morning, buenas tardes- good afternoon, buenas noches- good evening, Me llamo...- My name is..., ¿Cómo te llamas?- What's your name? <u>Numbers:</u> https://www.bbc.co.uk/bitesize/articles/zwbkwnb#z6rdqfr <u>Colours:</u> Azul- blue, blanco- white, rojo- red, negro- black, Amarillo- yellow, verde- green, gris- grey, Naranja- orange, rosa- pink, violeta- purple, marron- brown. <u>My town:</u> ¿Dónde vives?- Where do you live?, Vivo en...-I live in..., una ciudad- a city, un pueblo-a town, En mi ciudad- In my town, hay- there is/there are, no hay...- there isn't/there aren't, ni- nor, ¿Qué hay en tu ciudad?-What is there in your town?, una escuela- a school, un museo- a museum, una Farmacia- a pharmacy, una estación de trenes- a train station, un Supermercado- a supermarket, un cine- a cinema, una cafetería-a café, un parque- a park, un mercado- a market, un banco- a bank. <u>Transport:</u> un coche- car, un autobús- bus, una Bicicleta- bicycle], a pie- on foot, un tren- train, un avión- plane, un monopatín- scooter, un taxi- taxi, ¿Cómo vas a la escuela?- How do you go to school?, Voy a la escuela...- I go to school... <u>Directions:</u> a la izquierda- to the left, a la derecha- to the right, todo recto- go straight, gira a la derecha- turn right,</p>	<p>Vocabulary <u>Food:</u> ¿Qué es?- What is it?, la manzana- apple, la Naranja- orange, el plátano- banana, la fresa- strawberry, el melocotón- peach, , la pera- pear, un pimiento- pepper, una Cebolla- onion, una patata- potato, un guisante-pea, una zanahoria- carrot, un calabacín, courgette, una coliflor- cauliflower, un champiñón- mushroom. <u>Opinions:</u> Me gustaría...-I would like por favor-please gracias- thank you de nada- you are welcome Me gusta- I like – singular no me gusta- I don't like – singular me gustan- I like – plural no me gustan- I don't like – plural <u>Ordering food:</u> ¿Cuánto vale?- How much is it?, ¿Cuánto valen?- How much are they? Son ... euros- It's ... euros <u>Spanish culture:</u> Inglaterra- England, España- Spain ¿Dónde se habla español?- Where is Spanish spoken? ¿Cuál es la capital de...?- What's the capital city of...?, La capital es...-The capital is...</p>	<p>Vocabulary <u>Telling the time:</u> ¿Qué hora es?-What time is it? es la una-it is one o'clock,, son las dos/tres/cuatro/cinco/ seis/siete/ocho/nueve/diez/once/doce-it is two/three/four/five/six/seven/eight/ nine/ten/eleven/twelve o'clock, <u>My routine:</u> Me levanto- I get up, desayuno- I have breakfast, me lavo los dientes-I brush my teeth, voy a la escuela-I go to school, como-I have lunch, vuelvo a casa- I go back home, veo la televisión- I watch TV, ceno- I have dinner, hago mis deberes-I do my homework, me acuesto- I go to bed. <u>Seasons:</u> la primavera- spring, el Verano- summer, el otoño- autumn, el invierno- winter <u>Weather:</u> El tiempo- weather, ¿Qué tiempo hace?- What's the weather like?, hace sol- it's sunny, hace calor- it's hot, hace frío-it's cold, hace Viento- it's windy, hace buen tiempo- the weather is nice, hace mal tiempo-the weather is bad, llueve- it's raining, nieva- it's snowing, está nublado- it's cloudy <u>Sports:</u> Jugar al fútbol to play- football, jugar al Baloncesto- to play basketball, jugar al tenis- to play tennis, jugar al voleibol- to play volleyball, hacer natación- to do swimming, hacer ciclismo- to do cycling, hacer yoga- to do yoga, hacer vela- to do sailing, me encanta- I love,</p>

<p>gira a la izquierda- turn left, ¡para!- stop! ¿Cómo se va a..., por favor?- How do I get to..., please?</p>		<p>me gusta- I like, no me gusta- I don't like, odio- I hate <u>Holidays:</u> las vacaciones- holidays, voy- I go, vas-you go, Francia- France, España- Spain, Gales- Wales, Escocia- Scotland, Londres-London, la costa [coast], la montaña- mountain, el campo- countryside, a-to, en coche- by car, en tren-by train, en autocar- by coach, en avión- by plane, en bici- by bike, en ferry- by ferry, a pie- on foot.</p>
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<p>Year 5 & 6</p>	<p>Key Theme: Adventures in the City.</p> 	<p>Key Theme: Tapas and Traditions</p> 	<p>Key Theme: This is Spain!</p> 		
	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. I can describe where someone lives in Spain. 2. I can compare two different towns using adjectives. 3. I can express my opinion about a town. 4. I can identify shops and shopping items. 5. I can ask for prices and say the cost in Spanish. 6. I can role-play different shopping situations. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. I can ask and answer questions about drink choices. 2. I can express my breakfast and other food choices in writing. 3. I can practise basic phrases to order food in a restaurant. 4. I can understand and respond to simple spoken instructions and questions in a café or restaurant role-play. 5. I can give my opinion and say what I like and what I dislike. 6. I can explore Spanish foods and traditions. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. I can compare different countries. 2. I can describe what Madrid is like. 3. I can ask questions and express opinions about Spain. 4. I can say and write a sentence to tell the time. 5. I can use am and pm times in Spanish. 6. I can read and understand time information charts. 		
<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - I can listen for key words and familiar phrases in spoken Spanish. - I can repeat and copy pronunciation accurately. 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - I can speak in longer sentences using opinions and reasons. - I can adapt language 	<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - I can apply Spanish phonics rules to read aloud unfamiliar food words with increasing accuracy. 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - I can apply the "plural rule" independently (changing me gusta to me gustan) when 	<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - I can apply my knowledge of Spanish numbers to tell the time 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - I can justify my opinions about a place using "because" (<i>porque</i>) to link a feeling to a fact (e.g., "I

	<ul style="list-style-type: none"> - I can use basic phrases to take part in a short conversation. - I can recognise cognates (words that look similar in English and Spanish). - I can read and understand simple words and phrases in context. - I can attempt to write short phrases using a word bank or scaffold. 	<ul style="list-style-type: none"> - I can use basic patterns to create my own sentences. - I can take part in short, structured conversations with some independence. - I can write short paragraphs using familiar structures. 	<ul style="list-style-type: none"> - I can adapt a model sentence by swapping one noun for another (e.g., changing "I want an apple" to "I want a pear"). - I can use cognates (words that look like English, e.g., fruta) and visual clues to understand a menu without knowing every word. - I can use "look-cover-write-check" or songs to internalise new food vocabulary. 	<ul style="list-style-type: none"> - my opinion shifts from one item to many. - I can sustain a short, spontaneous interaction by using "fillers" or asking for clarification (e.g., ¿Cómo se dice...?) during a role-play. - I can move beyond simple lists to joined-up thoughts using conjunctions like pero (but) and porque (because). - I can use a bilingual dictionary to find the gender of a new food item and select the correct translation. 	<ul style="list-style-type: none"> - on an analogue clock face using y cuarto and y media. - I can scan a simple time chart or schedule to find specific information, even if I don't understand every word in the text. - I can use model sentences to describe a city, swapping adjectives to change the meaning (e.g., changing ruidoso to tranquilo). - I can use a map of Spain to locate Madrid and describe its position relative to other 	<ul style="list-style-type: none"> - think Madrid is exciting because it has many parks"). - I can convert 12-hour clock times into the Spanish format using <i>de la mañana/tarde</i> to ensure clarity in communication. - I can interpret complex time-information charts (like travel itineraries) to solve problems, such as calculating how long a journey takes. - I can write a short, cohesive paragraph about a city, ensuring that my adjectives agree with the gender of the nouns I am describing.
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				regions using basic compass points.	
Substantive Knowledge I know how to say where I live using vivo en... I know words for different places (such as ciudad, pueblo, campo, costa.) I know that Spain has different regions and types of places (cities, coasts, mountains) I know adjectives to describe places (e.g. grande, pequeño, bonito, tranquilo) I know the names of different shops (e.g. panadería, supermercado, tienda de ropa) I know how to ask how much something costs using <i>¿cuánto cuesta?</i>	Substantive Knowledge I know the Spanish nouns for common drinks and breakfast foods (e.g., agua, leche, pan, fruta). I know the names of three iconic Spanish dishes (paella, tortilla, churros). I know how to use me gusta(n) for likes and quiero to express what I want. I know how to pronounce key Spanish sounds: the 'j' (as in jugo), the 'll' (as in tortilla), and the 'ñ' (as in española). I know that the letter 'h' is always silent (as in helado). I know the social importance of tapas and how to use polite phrases like por favor and gracias when ordering.	Substantive Knowledge I know that Madrid is the capital city of Spain. I know how to use the verb es (it is) to describe a place and tiene (it has) to list its features. I know that Spanish uses the feminine plural las for most hours (e.g., las dos) but uses the feminine singular la for one o'clock (la una). I know the structure ¿Qué hora es? to ask for the time. I know the comparative structure más... que (more... than) to compare two places (e.g., Madrid es más grande que Londres). I know how to identify numbers 1–60 in Spanish to read digital and analogue time charts.			
Links with NC Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Describe people, places, things and actions orally.	Links with NC Engage in conversations; ask and answer questions; express opinions and respond to those of others. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Links with NC Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Describe people, places, things and actions orally. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			
Vocabulary <u>Places & Where you live:</u> vivo en – I live in , está en – it is in	Vocabulary <u>Food & Drink:</u>	Vocabulary <u>Places & Geography:</u>			

la ciudad – city, el pueblo – town/village,
el campo – countryside, la costa – coast, las
montañas – mountains

Useful Adjectives:

grande – big, pequeño/a – small, bonito/a – pretty,
moderno/a – modern, antiguo/a – old
tranquilo/a – quiet, ruidoso/a – noisy , interesante –
interesting

Comparisons & Opinions:

más... que – more... than
menos... que – less... than
tan... como – as... as
me gusta – I like
no me gusta – I don't like
me encanta – I love
prefiero – I prefer
porque – because
muy – very
un poco – a bit

Shops:

la panadería – bakery, la carnicería – butcher's
la frutería – greengrocer's, el supermercado –
supermarket, la tienda de ropa – clothes shop

Shopping and Role-Play Phrases:

¿Cuánto cuesta? – How much does it cost?
cuesta... euros – it costs... euros
quiero – I want
me gustaría – I would like
¿tiene...? – Do you have...?
aquí tiene – here you are
gracias – thank you
de nada – you're welcome

el desayuno – breakfast, la tostada – toast , los
cereales – cereal, el huevo – egg, la fruta – fruit,
el pan – bread, la leche – milk, el zumo – juice, el
agua – water, el café – coffee, el té – tea

Restaurant Phrases:

Quisiera... – I would like...
Por favor – Please
Gracias – Thank you
¿Qué desea(n)? – What would you like?
La cuenta, por favor – The bill, please

Conjunctions & Linking Words:

y – and
pero – but
porque – because
también – also
luego – then

Preferences:

me gusta(n) – I like
no me gusta(n) – I don't like
prefiero – I prefer

La ciudad – The city, El país – The country, La
capital – The capital, El centro – The center /
downtown, Un parque – A park, Un museo – A
museum, Monumentos – Monuments, España
– Spain, Inglaterra – England

Useful Adjectives: (See Term 1&2)

Comparisons & Opinions: (See Term 1&2)

Telling the time:

¿Qué hora es? – What time is it?
Es la una – It is one o'clock (the only singular
hour)
Son las... – It is... o'clock (for hours 2–12)
Y cuarto – Quarter past
Y media – Half past
Menos cuarto – Quarter to
En punto – On the dot / O'clock
Mediodía – Midday
Medianoche – Midnight
Verbs and Conjunctions:
Es – It is (used for descriptions and time)
Tiene – It has
Hay – There is / There are
Pienso que – I think that
Porque – Because
Pero – But