Blackmoor Park Junior School MFL Spanish Long-Term Plan 2022-23

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	**Introduction to Spanish** Where is Spain? Where in the World do people speak Spanish? Benefits of speaking a modern foreign language Basic greetings Days of the week • Listen attentively to spoken language and show understanding by joining in and responding • Ask and answer simple questions	**Greetings** (continued) including how you feel – happy, sad, hot, tired etc. Follow basic instructions – look, listen etc. Numbers to 10 Rhymes and songs • Engage in conversations/ ask and answer questions and share opinion	**Greetings (**continued) including how you feel – happy, sad, hot, tired etc. Follow basic instructions – look, listen etc. Numbers to 10 Days of the week Zoo animal names and adjectives • Describe people, places, things and actions orally	**Food and drink** incl. Story of the Hungry Caterpillar in Spanish Revise numbers and days of the week Colours Spanish cultural event – tasting and art Likes and dislikes • Ask and answer simple questions • Appreciate stories, poems and songs in the language • Explore the patterns and sound of language through songs and rhymes and link the spelling sound and meaning of words		**Months of the Year** Birthdays Numbers to 20 (31) Consolidation of the LOs across the year • Develop accurate intonation and pronunciation when reading aloud or using familiar words or phrases
	Key Vocab Hola Buenos días Adiós ¿Cómo te llamas? Me llamo.... Encontado/a ¿Qué tal? Muy bien Bien Regular Mal	**Key Vocab** ¿Qué tal? ¿Cómo estás? Muy bien Bien Regular Mal Mira Escucha Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez	**Key Vocab** ¿Cuántos años tienes? Tengo .... años Estoy contento/a, Estoy triste, Tengo hambre, Tengo sed, Tengo frío, Tengo calor, Tengo miedo, Tengo sueño jirafa, oso, mono, elefante, caballo, cebra, león, cocodrilo, flamenco, cerdo	**Key Vocab** Lunes, martes, miércoles, jueves, viernes, sábado, domingo ¿Te gusta(n)...? e.g. ¿Te gustan las manzanas? Me gusta(n) Me encanta(n) No me gusta(n) Odio El comido – fresa, manzana, pera, naranja, helado, queso Los colores – rojo, azul, verde, amarillo, naranja, negro, blanco, rosa		**Key Vocab** enero julio febrero agosto marzo se(p)tiembre abril octubre mayo noviembre junio diciembre Numbers to 31

	At the end of this unit, children will know Locate Spanish speaking countries in the world Be able to introduce themselves and greet others in Spanish	**At the end of this unit, children will know** Describe how they are feeling Be able to greet others and ask how they are feeling Understand basic classroom instructions	**At the end of this unit, children will know** Count to 10 and say how old they are Describe how they feel Name some animals	**At the end of this unit, children will know** Describe some foods they like and dislike Say some colours and describe the colour of some foods		**At the end of this unit, children will know** Say the date and when their birthday is Count to 31
4	**Places** Shops, park, town, city, restaurant, café, places of worship, museums • Listen attentively to spoken language and show understanding by joining in and responding • Develop accurate intonation and pronunciation when reading aloud or using familiar words or phrases • Broaden vocab and develop ability to understand new words that are introduced into familiar written materials including dictionaries	**'Christmas traditions and songs'** Learn Spanish songs and compare and contrast Christmas traditions • Appreciate stories, poems and songs in the language • Explore the patterns and sound of language through songs and rhymes and link the spelling sound and meaning of words	**Food and drink** (revisited) focus on healthy eating Adjectives/ opinions/ to describe moving into very basis sentences • Speak in sentences, using familiar vocab, phrases and basis language structures • Describe people, places, things and actions orally and writing	**Introduce members of the family** • Engage in conversations/ ask and answer questions and share opinion • Listen attentively to spoken language and show understanding by joining in and responding • Describe people, places, things and actions orally	**Hobbies and sport** • Listen attentively to spoken language and show understanding by joining in and responding • Develop accurate intonation and pronunciation when reading aloud or using familiar words or phrases	**Weather forecast** • Present ideas and information orally to a range of audiences (weather report) • Engage in conversations/ ask and answer questions and share opinion • Broaden vocab and develop ability to understand new words that are introduced into familiar written materials including dictionaries

	Key Vocab un banco, una biblioteca, una cafetería, un colegio, una estación, un hospital, una iglesia, un mercado, un museo, un parque, una plaza, un río, un supermercado En mi pueblo hay … y … Hay / no hay	**Key Vocab** ¿Qué fecha es hoy? enero julio febrero agosto marzo se(p)tiembre abril octubre mayo noviembre junio diciembre Numbers to 31 Navidad Los reyes	**Key Vocab** ¿De qué color es? Es de color… azul blanco rojo negro amarillo verde gris naranja rosa violeta marrón	**Key Vocab** ¿Quién es? Yo mi/mis padres madre padre hermano hermana abuela abuelo abuelos familia	**Key Vocab** 'jugar' [to play] and 'hacer' [to do] pero (but), también (also / too), sin embargo (however), y (and) atletismo badmintón baloncesto ciclismo fútbol gimnasia natación	**Key Vocab** Norte, sur, este, oeste hace calor hace frío hace viento hace sol llueve nieva tiempo
	At the end of this unit, children will know Describe some places in a town	**At the end of this unit, children will know** Know some key days of Spanish festivals Describe some Hispanic cultural traditions	**At the end of this unit, children will know** Describe the colours of some foods Begin to know about adjectival agreement	**At the end of this unit, children will know** Be able to name and begin to describe some family members	**At the end of this unit, children will know** Describe what they like to do in their free time	**At the end of this unit, children will know** Describe the weather in different parts of a country
5	**Time** Cultural awareness (link with Mayans topic) Spanish speaking countries in S. America • Engage in conversations/ ask and answer questions and share opinion • Describe people, places, things and actions orally	**Where do you live?** Directions Revise places within a town and provide directions to get from one to another • Speak in sentences, using familiar vocab, phrases and basis language structures • Describe people, places, things and actions	**Sport and hobbies** (revisited) Revise numbers Surveys, likes and dislikes, giving opinions • Speak in sentences, using familiar vocab, phrases and basis language structures • Describe people, places, things and actions orally and writing	**'El Cuerpo'** Food and drink revisited Write own story based on the Hungry Caterpillar Numbers to 50 • Write phrases from memory and adapt these to create new sentences to express ideas clearly	**Spanish food and drink** Ordering food and drink from a café (role play) Revise number (prices) Number to 100 • Engage in conversations/ ask and answer questions and share opinion • Describe people, places, things and actions orally • Speak in sentences, using familiar vocab, phrases and basis language structures • Write phrases from memory and adapt these to create new sentences to express ideas clearly • Spanish tapas tasting • Appreciate stories, poems and songs in the language	

	• Speak in sentences, using familiar vocab, phrases and basis language structures • Appreciate stories, poems and songs in the language • Explore the patterns and sound of language through songs and rhymes and link the spelling sound and meaning of words	orally and writing • Write phrases from memory and adapt these to create new sentences to express ideas clearly	• Write phrases from memory and adapt these to create new sentences to express ideas clearly	• Understand basic grammar appropriate to the language being studied including where relevant: feminine, masculine and neuter forms and the conjugation of high frequency verbs; key feature and patterns of te language; how to apply these for instance to build sentences; how these differ from or are similar to English	• Explore the patterns and sound of language through songs and rhymes and link the spelling sound and meaning of words •
	Key Vocab Es la una y / menos mediodía Son las dos medianoche Y cuarto Y media Menos cuarto Como / comemos Me levanto Hago los deberes Voy al colegio Vuelvo a casa	**Key Vocab** se puede + infinitive escribir, beber, comer, leer, andar, bailar, cantar, charlar, estudiar, hablar, jugar, nadar, trabajar, viajar Está a la izquierda Está a la derecha Está en el centro Está en la esquina Sigue todo recto	**Key Vocab** 'jugar' [to play] and 'hacer' [to do] pero (but), también (also / too), sin embargo (however), y (and) atletismo badmintón baloncesto ciclismo fútbol gimnasia natación	**Key Vocab** pelo el ojo la oreja la nariz la boca diente cabeza cuerpo brazo mano pierna pie rodilla dedo estómago hombro	**Key Vocab** Me gusta(n) Me encanta(n) No me gusta(n) Odio (revision of fruit covered in Y3) el pan el arroz la pasta las patatas el jamón el pescado el queso el agua el chocolate

	At the end of this unit, children will know Tell the time and describe some activities they do at different times	**At the end of this unit, children will know** Describe some places in the town Give simple directions Describe what you can do in different places in the town	**At the end of this unit, children will know** Describe activities they enjoy doing and ask others about their hobbies	**At the end of this unit, children will know** Describe themselves and others	**At the end of this unit, children will know** Give opinions about food	
6	**Clothes and fashion** Revise colours, adjectives, likes and dislikes • Present ideas and information orally to a range of audiences • Engage in conversations/ ask and answer questions and share opinion • Broaden vocab and develop ability to understand new words that are introduced into familiar written materials including dictionaries • Present ideas and information orally and in writing to a range of audiences	**Family members and occupations** • Write phrases from memory and adapt these to create new sentences to express ideas clearly • Understand basic grammar appropriate to the language being studied including where relevant: feminine, masculine and neuter forms and the conjugation of high frequency verbs; key feature and patterns of te language; how to apply these for instance to build sentences; how these differ from or are similar to English	**Where you live – rooms, furniture and garden** • Broaden vocab and develop ability to understand new words that are introduced into familiar written materials including dictionaries • Appreciate stories, poems and songs in the language • Explore the patterns and sound of language through songs and rhymes and link the spelling sound and meaning of words	**Travel and transport** • Describe people, places, things and actions orally • Listen attentively to spoken language and show understanding by joining in and responding • Appreciate stories, poems and songs in the language • Explore the patterns and sound of language through songs and rhymes and link the spelling sound and meaning of words • Engage in conversations/ ask and answer questions and share opinion •		**Consolidation** • Present ideas and information orally and in writing to a range of audiences • Develop accurate intonation and pronunciation when reading aloud or using familiar words or phrases • Revisit key LOs before transitioning to secondary school.

	Key Vocab Una falda unos pantalones un jersey una camiseta una camisa unos pantalones cortos un vestido unos zapatos ¿Qué hay en el armario? Hay… Llevo Llevas Lleva	**Key Vocab** Madre, padre, me llamo, hermano, se llama, hermana, abuelo, tengo, abuela, tiene, tío, tía, año(s), primo, prima, ¿cómo?, amigo, ¿cuántos?, amiga, abuelo, abuela, familia	**Key Vocab** 'estar' armario bañera cocina comedor cómoda cuarto de baño dormitorio ducha entrada estantería fregadero frigorífico horno jardín lavabo mesilla ordenador pasillo salón silla televisor	**Key Vocab** ir - voy, vas, va, vamos, vais, van coche autobús tren barco bici(cleta) moto avión pie caballo	**Key Vocab** Revision
	At the end of this unit, children will know Describe what somebody is wearing	**At the end of this unit, children will know** Name and describe family members	**At the end of this unit, children will know** Describe rooms in the house	**At the end of this unit, children will know** Describe different modes of transport	**At the end of this unit, children will know** Revision
Ongoing	• Listen attentively to spoken language and show understanding by joining in and responding Greetings (register) Numbers (maths meeting) Months/ dates (maths meeting) Class instructions Praise				