



What are the Knowledge, Skills and Understanding we want our pupils to gain?

JC, September 2022

**Intent of our MFL curriculum** – To provide the children with the skills to speak Spanish with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. The children should be able to varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Year A	Term 1 and 2	Term 3 and 4	Term 5 and 6
EYFS	<p><b>Topic – How do you do?</b> Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora Using these greetings in everyday situations (register/carpet time etc).</p>	<p><b>Topic – Me and my world</b> Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora Focus- Learning numbers to 12 with games and songs</p>	<p><b>Topic – Out and About</b> Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora Focus- Learning numbers to 12 with games and songs</p>
KS1	<p><b>Topic – Whose party is it?</b> <b>Topic – Fire</b> <b>Nursery rhymes</b></p> <p><b>Unit Objective:</b> To become more familiar with traditional nursery rhymes in Spanish. <b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Actively participate in six traditional nursery rhymes in Spanish.</li> <li>• Start to understand and decode more of the spoken/sung Spanish we hear.</li> </ul>	<p><b>Topic – How do I get to..?</b> <b>Topic – Where are all the wild things?</b> <b>Colours and numbers (E)</b></p> <p><b>Unit Objective:</b> To learn 10 colours and count from 1-10 in Spanish. <b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Say 10 common colours in Spanish.</li> <li>• Count from 1-10 in Spanish.</li> </ul>	<p><b>Topic – Once upon a time</b> <b>Shapes (E)</b></p> <p><b>Unit Objective:</b> To remember and name 10 common shapes and count from 1-5 in Spanish. <b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name, recognise and remember up to 10 shapes in Spanish.</li> <li>• Attempt to spell some of these shapes in Spanish.</li> </ul>

			<ul style="list-style-type: none"> <li>• Attempt to remember which shapes are un or una.</li> <li>• Revise and/or learn numbers 1-5 in Spanish.</li> </ul>
Lower KS2	<p><b>Topic – North, East, South, West</b>  <b>Topic – Rise of the Robots</b>  <b>Musical Instruments (E)</b></p> <p><b>Unit Objective:</b> To say what instrument you play in Spanish.  <b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 instruments in Spanish.</li> <li>• Attempt to spell some of these nouns with their correct definite article/determiner in Spanish.</li> <li>• Learn how to say I play an instrument in Spanish.</li> </ul>	<p><b>Topic – Extreme survival</b>  <b>Topic – Grow your own</b>  <b>At the café</b></p> <p><b>Unit Objective:</b> To be able to order what you would to eat and drink in a Spanish café.  <b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish.</li> <li>• Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as ‘hello’, ‘can I have...’, ‘the bill please’, ‘thank you’ and ‘goodbye’.</li> </ul>	<p><b>Topic – Escape from Pompeii</b>  <b>In Class (I)</b></p> <p><b>Unit Objective:</b> To say what you have and do not have in your pencil case in Spanish  <b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recall from memory a selection of nouns and indefinite articles for common classroom objects.</li> <li>• Learn how to use the negative in Spanish.</li> <li>• Describe what we have and do not have in our pencil case.</li> <li>• Respond to simple classroom commands.</li> </ul>
Upper KS2	<p><b>Topic – Mmm chocolate</b>  <b>Topic – Why aorta keep fit</b>  <b>Do you have a pet?</b></p> <p><b>Unit Objective:</b> To say what pet you have and do not have in Spanish  <b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the nouns and indefinite articles for 8 common pets.</li> <li>• Ask somebody if they have a pet and give an answer back.</li> <li>• Say in Spanish what pet we have/do not have and give our pet’s name.</li> </ul>	<p><b>Topic – Marvellous Mayans</b>  <b>Topic – Were we a fish?</b>  <b>What is the date?</b></p> <p><b>Unit Objective:</b> To be able to say the date in Spanish  <b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise and recall the 12 months of the year in Spanish.</li> <li>• Ask what the date is and say the date in Spanish.</li> <li>• Ask somebody when their birthday is and say when their own birthday is in Spanish.</li> </ul>	<p><b>Topic – Dragon’s Den</b>  <b>At school</b></p> <p><b>Unit Objective:</b> To discuss what subjects you like and do not like at school and give a reason why in Spanish  <b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name the subjects we study in school in Spanish with the correct definite article/determiner.</li> <li>• Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.</li> </ul>

	<ul style="list-style-type: none"> <li>• Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.</li> </ul>		<ul style="list-style-type: none"> <li>• Start to tell the time by learning how to say time by the hour.</li> <li>• Say at what time and on what day we study certain school subjects.</li> </ul>
Year B	Term 1 and 2	Term 3 and 4	Term 5 and 6
EYFS	<p><b>Topic – How do you do?</b></p> <p>Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora</p> <p>Using these greetings in everyday situations (register/carpet time etc).</p>	<p><b>Topic – Me and my world</b></p> <p>Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora</p> <p>Focus- Learning numbers to 12 with games and songs</p>	<p><b>Topic – Out and About</b></p> <p>Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora</p> <p>Focus- Learning numbers to 12 with games and songs</p>
KS1	<p><b>Topic – Our amazing world</b></p> <p><b>Topic – Toy Story</b></p> <p><b>Greetings (E)</b></p> <p><b>Unit Objective:</b> To be able to greet and hold a simple and short conversation in Spanish.</p> <p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Say ‘hello’ (formally and informally) in Spanish.</li> <li>• Say ‘my name is...’ in Spanish.</li> <li>• Ask somebody in Spanish how they are feeling and give a reply.</li> <li>• Say ‘goodbye’ and ‘see you soon’ in Spanish.</li> </ul>	<p><b>Topic – We are artists</b></p> <p><b>Topic – Maps and routes</b></p> <p><b>Transport</b></p> <p><b>Unit Objective:</b> To learn 7 modes of transport in Spanish.</p> <p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise and recall 7 modes of transport in Spanish.</li> <li>• Recall numbers 1-5 and the colours yellow, red, green, orange &amp; blue more easily in Spanish.</li> </ul>	<p><b>Topic – Seaside and weather</b></p> <p><b>Ice creams</b></p> <p><b>Unit Objective:</b> To say what ice-cream flavour I would like in Spanish.</p> <p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name, recognise and remember up to 10 ice-cream flavours in Spanish.</li> <li>• Attempt to spell some of these flavours.</li> <li>• Use the structure ‘quisiera...’ plus an ice-cream flavour.</li> <li>• Say whether we would like a cone or pot and possibly how many scoops.</li> <li>• Learn how to say ‘please’ and ‘thank you’ in Spanish.</li> </ul>
Lower KS2	<p><b>Topic – Going Global</b></p> <p><b>Topic – Raiders and Traders</b></p>	<p><b>Topic – Walk like an Egyptian</b></p>	<p><b>Topic – Down in the valley</b></p> <p><b>Presenting myself</b></p>

	<p><b>I can</b></p> <p><b>Unit Objective:</b> To say 'I can...' plus a range of activities in Spanish</p> <p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise, use and remember 10 common Spanish verbs/activities.</li> <li>• Use these verbs in the infinitive to make a short sentence starting with puedo.</li> </ul>	<p><b>Topic – Who is roaming in the rainforest?</b></p> <p><b>Fruit</b></p> <p><b>Unit Objective:</b> To say what fruit we like and do not like in Spanish</p> <p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name, recognise and remember up to 10 fruits in Spanish.</li> <li>• Attempt to spell some of these nouns with their correct article/determiner.</li> <li>• Ask somebody in Spanish if they like a particular fruit.</li> <li>• Say what fruits we like and dislike in Spanish.</li> </ul>	<p><b>Unit Objective:</b> To say your name, age and where you live in Spain.</p> <p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know how count to 20 in Spanish.</li> <li>• Ask somebody how they are feeling and give an appropriate response back.</li> <li>• Ask somebody their age, name, where they live and reply.</li> </ul>
Upper KS2	<p><b>Topic – What's out there?</b> <b>Topic – Who let the gods out?</b> <b>The Family (I)</b></p> <p><b>Unit Objective:</b> To talk simply about your/a family in Spanish</p> <p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Remember the nouns for family members in Spanish from memory.</li> <li>• Describe our own or a fictitious family in Spanish by name, age and relationship.</li> <li>• Count up to 100 in Spanish.</li> <li>• Understand possessive adjectives better in Spanish ('my' form only).</li> </ul>	<p><b>Topic – Is it me or is it hot in here?</b> <b>Topic – Victorious Victorians</b> <b>Clothes (I)</b></p> <p><b>Unit Objective:</b> To describe what clothes you are wearing by colour in Spanish</p> <p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise and recall from memory 21 items of clothing.</li> <li>• Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.</li> </ul>	<p><b>Topic – How steady is your hand?</b> <b>At The Weekend (P)</b></p> <p><b>Unit Objective:</b> To describe what activities I do at the weekend with a time and an opinion In Spanish</p> <p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Tell the time in Spanish using quarter past, half past and quarter to.</li> <li>• Say and write in Spanish what we do at the weekend using two or more sentences.</li> <li>• Integrate conjunctions and opinions into written and spoken work to make</li> </ul>

		<ul style="list-style-type: none"><li>• Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.</li></ul>	more interesting and extended sentences.
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Spanish [http://webfronter.com/camden/mfl/menu/mnu3.shtml#m-liid\\_468645](http://webfronter.com/camden/mfl/menu/mnu3.shtml#m-liid_468645)

Threshold Concepts	KS1	LKS2	UKS2
	Examples of Deeper Questioning Starters related to Threshold Concepts		
	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i>	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i> Which is? Which could? <i>(Choice)</i>	Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i> Which is? Which could? <i>(Choice)</i> Where might? Why might? <i>(Imagination)</i>
	Where is? Where did? What is? What did?	Where is? Where did? What is? What did? When did? Which could?	Where is? Where did? What is? What did? When did? Which could? Why might? <i>(Reason)</i>
	Where is? What did? When did? Who are?	Where is? What did? When did? Who are? Who can? Which could?	Where is? What did? When did? Who are? Who can? Which could? Why would? <i>(Reason)</i> How might? <i>(Imagination)</i>
	Where is? What are? <i>(Characteristics)</i> Where can? What can? <i>(Possibilities)</i>	Where is? What are? <i>(Characteristics)</i> Where can? What can? <i>(Possibilities)</i> What could? Where would? <i>(Probability)</i>	Where is? What are? <i>(Characteristics)</i> Where can? What can? <i>(Possibilities)</i> What could? Where would? <i>(Probability)</i> Why will? How might?
	Where is? What is? Which is?	Where is? What is? Which is? Which could? Why could?	Where is? What is? Which is? Which could? Why could? Why might? How will?

## Deeper Questioning Grid

**2<sup>nd</sup>**

	Is? Present	Did? Past	Can? Possibility	Would/ Could? Probability	Will? Prediction	Might? Imagination
<b>What? Event</b>						
<b>Where? Place</b>						
<b>When? Time</b>						
<b>Which? Choice</b>						
<b>Who? Person</b>						
<b>Why? Reason</b>						
<b>How? Meaning</b>						

*Deeper thinking*

**1<sup>st</sup>**

- Recall Questioning should always be secure at the earlier levels before moving on to the deeper levels of questioning.
- Whilst the questioning above gives examples of how the questioning can move on through Key Stages, they should not be limited by nor planned for, purely by age and stage.
- Questioning should be matched to the child's ability to demonstrate secure knowledge and understanding in the earlier stages of recall.