

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
MFL Progression Map						
	Year 1 - Languages	Year 1 - Languages	Year 1 - Languages	Year 1 - Languages	Year 1 - Languages	Year 1 - Languages
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	Todo sobre yo All about me	¿Cómo estas? How are you?	Los colores Colours	Los días de la semana Days of the week	La ropa Clothes	En mi clase In my classroom
Knowledge	Greet each other and understand how to reply to a simple question Greetings and name Say what my name is and ask and answer a simple question Count to 10 Respond to the question - ¿Cuántos años tienes? to give own age using a simple sentence. Perform a short dialogue in pairs using a greeting, a question and a response.	Respond to the question - ¿Cómo estás? using estoy + adjective to describe how I am feeling Listen and respond to a simple song. Respond to a situation using a simple sentence to express feelings. Understand and respond to four imperatives	Name 10 colours Say what my favourite colour is Listen to a simple story and recognise familiar vocabulary (colours). Listen to a simple story and recognise and produce familiar vocabulary (colours).	Do they understand clearly spoken speech? Listen to a simple song to practice pronunciation of the days Can they read and understand a single word? Listen to a story to recognise days of the week - Berthe Listen to a story to recognise days of the week - Hungry Caterpillar Can they answer with a short phrase? Listen to a story to recognise days of the week and identify colours - Hungry Caterpillar Can they answer with a short phrase? Sing along with a song to practice 1-10	Name 4 items of clothing and say what colour they are Name 4 items of clothing and say what colour I am wearing Do they understand simple questions? Can they answer with a short phrase? Listen to a story to recognise items of clothing and colours Do they understand simple questions? Do they understand clearly spoken speech? Can they answer with a short phrase? Watch a video to recognise items of clothing and practise pronunciation of new items.	Do they understand clearly spoken speech? Can they answer with a single word? Recognise the name of 6 classroom items Respond to the question '¿qué hay?' Do they understand simple questions? Can they answer with a short phrase? Respond to the question '¿qué hay?' and use plurals of nouns Respond to a range of simple questions to demonstrate knowledge.
Vocabulary	Hola, buenas tardes, adiós, qué tal, bien, y tu Buenos días, como te llamas, me llamo uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez cuántos, años, tienes cuántos, años, tienes Buenos días, como te llamas, me llamo, adiós Hola, buenas tardes, adiós, qué tal, bien, y tu, como te llamas, me llamo, uno, dos, tres, cuatro, cinco	cómo estás, estoy, triste, feliz cómo estás, estoy, triste, feliz, enojado, emocionado cómo estás, estoy, triste, feliz, enojado, emocionado cómo estás, estoy, triste, feliz, enojado, emocionado levantaos, sentaos, daos la vuelta, dad palmadas	azul, rojo, amarillo, verde, morado, naranja, rosa, negro, blanco, gris, mi color favorito es el	lunes, martes, miércoles, jueves, viernes, sábado, domingo, un, una, manzana, pera, ciruela, fresa,	sombrero, camiseta, abrigo, zapatos, pantalones, falda	En mi clase, hay, un, una, mesa, silla, ventana, puerta, pantalla, ordenador, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez
Grammar	Question word - que Using intonation to indicate a spoken question Question word - como Using intonation to indicate a spoken question Question word - cuántos Using intonation to indicate a spoken question Question word - cuántos Using intonation to indicate a spoken question Consolidation: Question word - como Using intonation to indicate a spoken question	Use estar (estoy) to say how I am feeling Imperative (pl form)	Question word - qué	Question words - qué, cuántos Numbers 1-10"	Question word - qué indefinite articles -singular/plural llevar - llevo. no llevo	haber - 3rs pers -hay gender - un/una Question word - qué Plurals of nouns Numbers 1-31 llamarse - 1st/2nd pers s tener - 1st/2nd pers s
	Year 2 - Languages	Year 2 - Languages	Year 2 - Languages	Year 2 - Languages	Year 2 - Languages	Year 2 - Languages
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	Todo sobre yo All about me	La ropa Clothes	En mi mochila In my school bag	La comida Food	Los animales Animals	En mi clase 2 In my classroom 2
Knowledge	Greet each other and reply to a simple question Respond to two simple questions. Count to 10 and be able to say own age using a short sentence. Respond to the question - ¿Cuántos años tienes? to give own age using a simple sentence. Respond to the question - ¿Cuándo es tu cumpleaños? to give own birth month using a simple sentence. Respond to the question - ¿Cuándo es tu cumpleaños? to give own birth month using a simple sentence and ¿Cuál es la fecha hoy?	Name colours Name objects and describe them using colours. Respond to the question ¿Cuál es tu color favorito? to give an opinion using a simple sentence Ask and respond to the question ¿Cuál es tu color favorito? to give an opinion using a simple sentence	Can they name objects? Name 10 items I use in class Can they name and describe objects? Use tengo to say what I have in my bag or pencil case Use tengo to say what I have in pencil case" Can they name and describe objects? Use colours to describe pencils and pens	Can they name and describe objects? Name 6 fruits Can they read aloud single words and phrases? Say what fruit I like Say what fruit I like & dislike Say what I would like to eat Can they copy a short familiar phrase? Say what I like and don't like to eat	1. Can they name and describe objects? Los animales 2. Can they name and describe objects? Los animales 3. Can they name and describe objects? Can they copy a short familiar phrase? Los animales 4. Do they understand a range of familiar statements? Can they give short and simple responses to what they see and hear? Can they name and describe objects? Listen to a story to recognise animals and colours Los animales 5. Can they copy a short familiar phrase? Los animales"	Can they name and describe objects? Recognise and name 8 classroom objects Can they read and understand short phrases? Can they give short and simple responses to what they see and hear? Name 8 classroom objects Do they understand a range of familiar questions? Can they name and describe objects? Say what is in the classroom Do they understand a range of familiar questions? Can they name and describe objects? Use plural nouns to say what is in the classroom Do they understand a range of familiar questions? Can they give short and simple responses to what they see and hear? Can they name and describe objects? Use plural nouns to say what is in the classroom Do they understand a range of familiar questions? Can they give short and simple responses to what they see and hear? Respond to a range of simple questions to demonstrate knowledge.
Vocabulary	Hola, buenas tardes, adiós, qué tal, bien, y tu, muy, mal Buenos días, como te llamas, me llamo uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, cuántos, años, tienes, cuándo, es, tu, cumpleaños, mi, en , enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre lunes, martes, miércoles, jueves, viernes, sábado, domingo, fecha, cuál, hoy	azul, rojo, amarillo, verde, morado, naranja, rosa, negro, blanco, gris sombrero, abrigo, pantalones, camiseta, medias, zapatos sombrero, abrigo, pantalones, camiseta, medias, zapatos, azul, rojo, amarillo, verde, morado, naranja, rosa, negro, blanco, gris Cuál, es, tu, color, favorito, mi	bolígrafo, cuaderno, estuche, mochila, libro, lápiz, sacapuntas, calculadora, goma, regla tengo, en mi, no tengo, un lápiz de memoria, un bote de pegamento, unos rotuladores, unas tijeras azul, rojo, amarillo, verde, morado, naranja, rosa, negro, blanco, gris, tengo, no tengo, tienes, lápiz, rotulador, bolígrafo	un, una, manzana, pera, ciruela, fresa, naranja, plátano, los, las, me gustan, no me gustan, limón, coco, piña, sandía, cerezas, uvas, como, no como, me gustaría comer, un helado, el salame, el bizcocho de chocolate, la paleta, la sandía, la salchicha, tengo, hambre me gusta, no me gusta	un, una, gato, perro, pez, oso, pájaro, pato, caballo, rana, oveja, blanco, negro, rojo, amarillo, rojo, morado, azul, verde, marrón, naranja	En mi clase, hay, un, una, mesa, silla, ventana, puerta, pantalla, ordenador, alfombra, pizarra, qué, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez
Grammar	Question word - que Using intonation to indicate a spoken question Question word - como Using intonation to indicate a spoken question Question word - cuántos Using intonation to indicate a spoken question Question word - cuándo Using intonation to indicate a spoken question Question words - cuándo, cuál Using intonation to indicate a spoken question	Adjectives - word order (after noun) Adjectives - word order (after noun), number & gender Question word - cuál	Gender - indefinite article Tengo + noun Gender - indefinite article (S) No tengo + noun Gender - indefinite article (s & pl) Adjectives - word order (after noun) Adjective agreement (masc. nouns)	Gender - indefinite article (s) Gender - indefinite/definite article (s/pl) Opinion verb + noun Opinion verb + noun comer - 1st pers tener + hambre - 1st & 2nd pers Gender - definite article	Gender - indefinite article Adjectival agreement & position (colours)	haber - 3rs pers -hay gender - un/una Question word - qué Plurals of nouns Numbers 1-31 llamarse - 1st/2nd pers s tener - 1st/2nd pers s question words
	Year 3 - Languages	Year 3 - Languages	Year 3 - Languages	Year 3 - Languages	Year 3 - Languages	Year 3 - Languages
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	Todo sobre yo All about me	Los colores y los números Colours and numbers	Mis mascotas Pets	El tiempo Weather	Me duele It hurts!	La comida Food
Knowledge	1. Can they have a short conversation where they are saying 2-3 things? ¿Cómo te llamas? 2. Can they have and write a short conversation where they are saying 2-3 things? ¿Cómo te llamas? 3. Can they have and write a short conversation where they are saying 2-3 things? ¿Cómo te llamas? 4. Can they have and write a short conversation where they are saying 2-3 things? Los números 1-10 5. Can they have and write a short conversation where they are saying 2-3 things? ¿Cuántos años tienes? 6. Can they have a conversation where they are saying 2-3 things? Los números 1-31 7. Can they have a conversation where they are saying 2-3 things? ¿Cuándo es tu cumpleaños?	1. Do they understand short passages made up of familiar language? Los números 2. Do they understand short passages made up of familiar language? Los colores 3. Do they understand short passages made up of familiar language? Los colores y los números 4. Do they understand short passages made up of familiar language? Los colores y los números	1. Do they understand short passages made up of familiar language? Learn 10 different types of pet Los mascotas 2. Can they read and understand short texts using familiar language? Say what pets I have or don't have Tengo un perro 3. Do they understand short passages made up of familiar language? Understand how to use adjectives to describe pets Tengo un perro negro 4. Can they use short phrases to give a personal response? Use colours to describe animals ¿Tengo un gato blanco? 5. Can they use short phrases to give a personal response? Respond to a question about pets ¿Tienes mascotas?"	1. Do they understand short passages made up of familiar language? Use "hace" to talk about 6 types of weather ¿Hace calor? 2. Do they understand short passages made up of familiar language? Use 3 verbs to talk about weather ¿Hay nubes? 3. Can they use short phrases to give a personal response? Say what the weather is like today ¿Qué tiempo hace hoy? 4. Can they have a short conversation where they are saying 2-3 things? Present a weather forecast ¿Qué tiempo hace hoy? 5. Can they write 2-3 short sentences on a familiar topic? Write sentences to describe the weather ¿Qué tiempo hace hoy? 6. Can they have a short conversation where they are saying 2-3 things? Present a weather forecast from memory ¿Qué tiempo hace hoy?"	1. Can they identify and note the main points and give a personal response on a passage? Learn the names for 8 parts of the body Las partes del cuerpo 2. Can they write 2-3 short sentences on a familiar topic? Listen to and sing a song, Label a diagram with 8 body parts Las partes del cuerpo 3. Do they understand short passages made up of familiar language? Listen to and sing a song, Identify 5 more parts of the body Las partes del cuerpo 4. Can they use short phrases to give a personal response? Discover how to say something hurts ¿Me duele! 5. Can they write 2-3 short sentences on a familiar topic? Write a dialogue to say what hurts ¿Me duele!"	1. Do they understand short passages made up of familiar language? Say and write the days of the week Days of the week 2. Do they understand short passages made up of familiar language? Learn the names of 6 fruits Six Fruits 3. Can they use short phrases to give a personal response? Know a range of foods from the Hungry Caterpillar story. Other Foods 4. Can they identify and note the main points and give a personal response on a passage? Can they read and understand short texts using familiar language? Retell the story of the very hungry caterpillar. Hungry Caterpillar Retell Story 5. Can they identify and note the main points and give a personal response on a passage? Can they read and understand short texts using familiar language? Retell the story of the very hungry caterpillar 6. Can they read independently? Retell the story of the very hungry caterpillar
Vocabulary	me llamo, vivo en, estoy, feliz, triste, cansado, seguro, cómo, dónde, ¿cómo?, ¿dónde? te llamas, vives, estás Consolidation: ¿cómo?, ¿dónde? te llamas, vives, estás, me llamo, vivo en, estoy, feliz, triste, cansado, seguro, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez ¿cuántos?, tienes, tengo, años once, doce, tres, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, cincuenta, cincuenta y cinco, cincuenta y seis, cincuenta y siete, cincuenta y ocho, cincuenta y nueve, treinta, treinta y uno, mi, cumpleaños, cuándo, es, tu, enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre	uno - treinta y uno, hay, un cohete, una rueda, una bengala azul, rojo, amarillo, verde, morado, naranja, rosa, negro, blanco, gris en, el cielo, hay, un cohete, una rueda, una bengala azul, rojo, amarillo, verde, morado, naranja, rosa, negro, blanco, gris en, el cielo, hay, un cohete, una rueda, que, se llama me gusta, me gustaría, tienes, mascotas	tengo, un, una, gato, perro, pez, caballo, paraojo, raton, conejo, cobaya, arana, tortuga tengo, no, un, una, gato, perro, pez, caballo, paraojo, raton, conejo, cobaya, arana, tortuga, y, pero amarillo, blanco, negro, rojo, azul, gris, marrón, verde que, se llama me gusta, me gustaría, tienes, mascotas	qué, tiempo, hace, hoy, calor, frío, sol, buen, mal viento hay, niebla, nubes, tormentas, llueve, nieva qué, tiempo, hace, hoy, calor, frío, sol, buen, mal viento, hay, niebla, nubes, tormentas, llueve, nieva hoy, esta semana, normalmente, me gusta cuando, hoy, esta semana, normalmente, en "hace, hoy, calor, frío, sol, buen, mal viento hay, niebla, nubes, tormentas, llueve, nieva, y, pero, no"	la cabeza, los hombros, las rodillas, los pies, los ojos, los oídos, la boca, la nariz, cabeza, hombro, rodilla, pie, brazo, codo, mano, dedo, pierna, qué, te, me, duele, duelen	lunes, martes, miércoles, jueves, viernes, sábado, domingo, una manzana, una pera, una ciruela, una naranja, una fresa, un plátano, salame, bizcocho de chocolate, helado, queso, pepinillo, pastel de cerezas, pastelito, paletto, sandía, salchicha, como, no, tienes, hambre, me gustaría, como, tengo hambre, tengo dolor, pero, and, hoy, una casa, una mariposa, el + days of the week, uno, dos, tres, cuatro, cinco, manzana, pera, ciruela, fresa, naranja, salame, bizcocho de chocolate, helado, queso, pepinillo, pastel de cerezas, pastelito, paleta, sandía, salchicha, como, no, tiene, hambre
Grammar	using question words punctuation for questions raised intonation for questions use of ¿...? in written questions raised intonation for questions sentence structure for dates - es el ____ de ____ lower case letters for months	hay + noun sentence structure En + noun hay + noun plurals with -s hay + noun adjectival position adjectival agreement (gender) hay + noun adjectival position adjectival agreement (gender & number) hay + noun adjectival position adjectival agreement (gender & number)	tengo indefinite articles (gender) tengo, no tengo adjectival position adjectival agreement llamarse - 3rd pers s asking a question - intonation	hacer - 3rd pers s impersonal using question words - qué haber - 3rd pers s impersonal (hay) time and frequency phrases opinion - me gusta + conjunction negatives hacer - 3rd pers haber - 3rd person"	gender singular/plural indefinite/definite articles comer - 1st pers sing negation of verb - no tener - 1st & 2nd pers sing tener + hambre tener - 1st pers sing tener + hambre, dolor plurals of nouns	raised intonation for questions sentence structure for dates - es el ____ de ____ lower case letters for months indefinite article - gender comer - 1st pers sing negation of verb - no tener - 1st & 2nd pers sing tener + hambre tener - 1st pers sing tener + hambre, dolor plurals of nouns
Phonics	[a] [a] source: casa, das [u] source: universo [e] source: elefante [i] source: idea [a] [a] [u] [e] [i] [a] [e] [i] [a] [u]	[ca] [ca] [cu] source: cama, cosa, cucaracha [ce] source: centro [ci] source: decir [ca] source: centro [ci] source: decir	[a] [e] [a] [u] [co] [ca] as found in new vocabulary [rr] [i] [i] [i] [i] source: libro, llamar [ga] [ga] source: ganar, lago [ga] [ga] [gu] source: ganar, lago, gusano	[que] source: que [qui] source: equipo [que] [qui] [ce] [ci] [i] [i] [i] [i] source: libro, llamar [ga] [ga] source: ganar, lago [ga] [ga] [gu] source: ganar, lago, gusano	[a] [e] [i] [a] [u] [i] [i] [i] [i] source: ojo [ge] source: gesto [g] source: página [que] source: juguete [gu] source: guitarra"	[a] [e] [i] [a] [u] To revisit SSC [ga] [go] [gu] [ge] [gi] [i] Stress - antepenultimate syllable Méjico, Méjico, Córdoba Stress - final syllable Bofofo, Cadoques, Albarracin Stress - penultimate syllable stress for words that end in a consonants other than 'n' or 's'
	Year 4 - Languages	Year 4 - Languages	Year 4 - Languages	Year 4 - Languages	Year 4 - Languages	Year 4 - Languages
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	El tiempo Weather	Mis actividades My hobbies	En el café In the cafe	En el mercado At the market	El cuerpo Describe myself and other people	Mi familia My family

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Knowledge	<p>1. Identify and understand 5 types of weather. ¿Qué tiempo hace hoy?</p> <p>2. Identify and understand 6 more types of weather. ¿Qué tiempo hace hoy?</p> <p>3. Describe how different types of weather make me feel. ¿Cómo estás cuando llueve?</p> <p>4. Use estar to describe me and other people ¿Cómo estás?</p> <p>5. Use estar to describe me and other people ¿Cómo estas?</p> <p>6. Give an opinion with a reason ¿Te gusta cuando llueve?</p> <p>7. Give an opinion with a reason ¿Te gusta cuándo llueve?</p>	<p>1. Learn some phrases to say what I like to do ¿Qué te gusta hacer?</p> <p>2. Listen and speak about what I like to do ¿Qué te gusta hacer?</p> <p>3. Say what I like to do on different days ¿Qué te gusta hacer los lunes?</p> <p>4. Say what I like to do at different times of the year and in different weather ¿Qué te gusta hacer en el verano?</p> <p>5. Give my opinion and ask someone theirs. ¿Te gusta?</p>	<p>1. Do they understand short passages made up of familiar language? Learn 10 foods and drinks La comida y las bebidas</p> <p>2. Can they read and understand short texts using familiar language? Ask and answer questions ¿Qué comes y bebes?</p> <p>3. Do they understand short passages made up of familiar language? Adapt a verb to ask a question Quiero, quieres</p> <p>4. Can they use context to work out unfamiliar words? Recognise and know numbers 10-100 Los números</p> <p>5. Can they hold a simple conversation with at least 3-4 exchanges? Use numbers 1-100 to give prices Los precios</p>	<p>1. Do they understand short passages made up of familiar language? Know 12 fruits Las frutas</p> <p>2. Can they use short phrases to give a personal response? Give opinions of fruits ¿Te gustan las manzanas?</p> <p>3. Can they use short phrases to give a personal response? Give opinions of fruits ¿Qué te gustan?</p> <p>4. Can they have a short conversation where they are saying 2-3 things? Say what I would like to buy ¿Qué desea?</p> <p>5. Can they have a short conversation where they are saying 2-3 things? Perform a dialogue ¿Qué desea?</p> <p>6. Can they have a short conversation where they are saying 2-3 things? Perform a dialogue from memory ¡Hablamos en el mercado!</p>	<p>1. Do they understand short passages made up of familiar language? Describe hair and eye colour?</p> <p>2. Can they write 2-3 short sentences on a familiar topic? Write a description of myself and a friend El pelo y los ojos</p> <p>3. Can they use a bilingual dictionary or glossary to look up new words? Know how to use a bilingual dictionary Las partes del cuerpo</p> <p>4. Can they adapt and substitute individual words and set phrases? Investigate how to make nouns plural Las partes del cuerpo</p> <p>5. Can they adapt and substitute individual words and set phrases? Describe a monster Las partes del cuerpo</p> <p>6. Can they write a paragraph of about 3-4 simple sentences? Write a description of a monster Mi monstruo</p>	<p>1. Do they understand short passages made up of familiar language? Say who is in the family</p> <p>2. Can they write 2-3 short sentences on a familiar topic? To say what someone else is called</p> <p>3. Can they use short phrases to give a personal response? Use the names of letters to spell names of family members</p> <p>4. Do they understand short passages made up of familiar language? Use numbers upto 100 to give ages of other people</p> <p>5. Can they write 2-3 short sentences on a familiar topic? Write a about another person</p> <p>6. Can they write 2-3 short sentences on a familiar topic? Write a about another person</p>
Vocabulary	que, tiempo, hace, hoy, sol, calor, frío, llueve, nieva, caunda viento, buen tiempo, mal tiempo, hay, nubes, tormentas, niebla, si, no estoy, feliz, triste, enojado, emocionado, caunda cómo, tranquilo, cansado cómo, estas, estoy, esto, contento, nervioso, serio, tranquilo, cansado me gusta, no me gusta, cuando, porque, estoy, feliz, triste, enojado, emocionado, contento, nervioso, serio, tranquilo, cansado	me gusta, no me gusta, jugar al fútbol, ver la tele, bailar, cantar, escuchar música, hacer gimnasia los, lunes, martes, miércoles, jueves, viernes, sábado, domingo las estaciones, el verano, el otoño, la primavera, el invierno, y, pero, también, cuando me gusta, te gusta	como, bebo, un chocolate, un agua, con gaz, un zumo de naranja, una coca cola, una limonada, un helado, un churro, un bocadillo, de queso, de jamón como, bebo, no, qué, comes, bebes quiero, quieres, diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien, euro, cuantos, euros	un, una, unas, manzana, pera, ciruela, fresa, naranja, plátano, piña, coco, limón, sandía, cerezas, uvas, los, las, me gustan, no, ucho, encantam, detesta, odio, qué desea, cuánto es, gracias, eso es todo, algo mas, euro	ojo, pelo, tengo, tienes, tiene, rubio, castaño, negro, marrón, gris, pelirrojo, azul, me llamo, se llama, cabeza, hombre, radilla, pie, ojo, oreja, boca, nariz, brazo, codo, mano, dedo, pierna, dedo del pie, mi, monstruo, se llama, tiene	en mi familia hay, madre, padre, abuelo, abuela, heramano, hermana, me llamo, se llama, que madre, padre, abuelo, abuela, heramano, hermano, se llama, de, se escribe, cómo, tiene, años, numbers 1-100, el pelo, un gato, un perro, tengo, tiene, me llamo
Grammar	using question words punctuation for questions hacer- 3rd per sing raised intonation for questions hay + weather type caundo as a connective opinion verb + phrase with cuando estar - 1st, 2nd, 3rd per sing to describe mood (and location) caundo as a connective opinion verb + phrase with cuando porque to connect a reason caundo as a connective opinion verb + phrase with cuando porque to connect a reason	opinion verb + infinitive time phrases - days of the week adverbs (seasons) opinion verb + infinitive Asking a question using intonation	Gender (indef. art) Use of de (of) Use no to make verb negatve Asking a question using intonation querer - 1st & 2nd pers sing Numbers to 100 (in 10s) Numbers 1-100	Gender, number Definite article (plural) Plurals Opinion verb + plural noun Plurals Numbers (prices)	tener - 1st, 2nd, 3rd sing adjectival position adjectival agreement singular/plural nouns tener - age gender plurals definite articles - sing & pl adjectival position & agreement tener - 3rd pers connectives - y, pero	gender of nouns haber - 3rd pers (hay) possessive pronoun - mi se llamar - 1st & 3rd pers s escribirse - 3rd per s alphabet question word - cómo tener - 1st, 3rd pers sing tener - age llamarse - 1st & 3rd pers sing
Phonics	[a] [a] source: casa, dos [u] source: universo [e] source: elefante [i] source: idea [a] [a] [u] [e] [i] [a] [e] [i] [a] [u]	[co] [co] [cu] source: cama, cosa, cucaracha [ce] source: centro [ce] source: centro [c] source: decir [z] source: zapato	[a] [e] [i] [a] [u] [co] [co] [r] [r] [i] [i] source: libro, llamar [ga] [ga] [gu] source: ganar, lago, gusano	[que] source: que [qui] source: equipo [que] [qui] [ce] [ci] [n] [ñ] source: mano, español	[ge] source: gesto [gi] source: página [go] [go] [gu] [ge] [gi] numbers 1-12 to give the time	[a] [e] [i] [a] [u] To revisit SSC [ga] [ga] [gu] [ge] [gi] [i] Stress - antepenultimate syllable Málaga, Méjico, Córdoba Stress - final syllable Bogotá, Cadagués, Albarrocin Stress - penultimate syllable stress for words that end in a consonants other than 'n' or 'y'
	Year 5 - Languages	Year 5 - Languages	Year 5 - Languages	Year 5 - Languages	Year 5 - Languages	Year 5 - Languages
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	Las formas y el arte Shapes and Art	¿Qué tipo de persona eres? What type of person are you?	¿Cómo eres? What are you like?	Los planetas The planets	¿Qué hora es? Give the time	A comer Spanish geography and food
Knowledge	<p>1. Can they use context to work out unfamiliar words? Recognise and accurately pronounce 10 shapes ¿Qué es?</p> <p>2. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Identify colours and shapes in a picture. ¿De qué color es?</p> <p>3. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Describe colours and shapes in a picture. ¿Qué necesitamos?</p> <p>4. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Describe colours and shapes in a picture. ¿Qué necesitamos?</p> <p>5. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Give a justified opinion of a picture. ¿Te gusta la pintura?</p> <p>6. Can they use their knowledge of grammar and vocabulary to describe a picture and give an opinion? Mi pintura al estilo de Miró</p> <p>7. Stand-alone lesson to teach some classroom vocabulary and provide focus on estar (location) Estoy presente"</p>	<p>1. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Use estar to say how I am feeling ¿Cómo estas?"</p> <p>"Can they use their knowledge of grammar to adapt and substitute single words and phrases? Use ser to say what I am generally like</p> <p>2. ¿Cómo eres?"</p> <p>"Can they use their knowledge of grammar to adapt and substitute single words and phrases? Use ser to say what people are generally like.</p> <p>3. ¿Cómo eres?"</p> <p>"Can they use their knowledge of grammar to adapt and substitute single words and phrases? Use ser to describe personality and physical characteristics.</p> <p>4. ¿Cómo eres?"</p> <p>"Can they use their knowledge of grammar to adapt and substitute single words and phrases? Use ser to describe personality and physical characteristics of myself and other people.</p> <p>5. ¿Cómo eres?"</p> <p>"Can they understand a short story or factual text and note some of the main points? Christmas Reading Challenge"</p>	<p>1. Can they use context to work out unfamiliar words? Describe hair and eye colour El pelo y los ojos</p> <p>2. Can they use context to work out unfamiliar words? Describe hair and eye colour El pelo y los ojos</p> <p>3. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Adapt a verb to refer to other people Tengo, tienes, tiene</p> <p>4. Can they write a paragraph of about 3-4 simple sentences? Describe another person Tiene el pelo negro</p> <p>5. Can they write a paragraph of about 3-4 simple sentences? Write a description of another person Lleva gafas</p>	<p>1. Can they use context to work out unfamiliar words? Read a poem about planets using accurate pronunciation Los planetas</p> <p>2. Can they identify the main points and some details? Accurately pronounce and label the planets Los planetas</p> <p>3. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Use adjectives to describe planets ¿Cómo son los planetas?</p> <p>4. Can they understand a short story or factual text and note some of the main points? Read a text about the Solar System ¿Cómo son los días del colegio?</p> <p>5. Can they write a paragraph of about 3-4 simple sentences? Write a description of the planets Describimos los planetas</p> <p>6. Can they use context to work out unfamiliar words? Apply my knowledge of numbers to identify facts about the planets ¿Cuál es el planeta más grande?"</p>	<p>1. Do they understand longer passages made up of familiar language in simple sentences? Use the time ¿Qué hora es?</p> <p>2. Do they understand longer passages made up of familiar language in simple sentences? Tell the time ¿Qué hora es?</p> <p>3. Can they identify the main points and some details? Narrate my activities on school days ¿Qué haces los días del colegio?</p> <p>4. Can they understand a short story or factual text and note some of the main points? Describe my routine on school days ¿Qué haces los días del colegio?</p> <p>5. Can they understand a short story or factual text and note some of the main points? Describe my routine on school days using time ¿Que haces los días del colegio?</p> <p>6. Can they write a paragraph of about 3-4 simple sentences? Write about my routine using times ¿Qué haces los días del colegio?</p>	<p>1. Can they use context to work out unfamiliar words? Can they locate country where the language is spoken and do they know some facts about one country? Discover the basic geography of Spain</p> <p>2. Can they use context to work out unfamiliar words? Can they locate and name the autonomous regions of Spain? Understand points of the compass in Spanish</p> <p>3. Can they understand a short story or factual text and note some of the main points? Can they locate and name the autonomous regions of Spain? Use knowledge of compass points to identify regions of Spain</p> <p>4. Can they use a dictionary or glossary to check words they have learnt? Identify some traditional Spanish foods, drinks and dishes.</p> <p>5. Can they use their knowledge of English to understand a longer text in Spanish. Can they use a glossary to find the meaning of new Spanish words. Understand a factual text and note some of the main points</p> <p>6. Can they adapt and substitute individual words and set phrases? Learn an authentic Mexican rhyme</p>
Vocabulary	rectángulo, círculo, pentágono, triángulo, rombo, hexágono, cuadrado, estrella, óvalo, espiral, qué, es, ves, veo, hay, para, necesitamos, necesito, veo, hoy, la pintura, fea, bonito, interesante, llena de color, raro, visa, porque, es, me gusta, no me gusta, estar, estoy, está, presente, ausente, aquí, allí, hola	estoy, estás, cansado, contento, feliz, nervioso, tranquilo, triste, muy bien, bien, regular, mal, fatal, porque soy, es, feliz, rápido, tranquilo, nervioso, lento, elegante, curioso, serio, contento, bastante, un poco, no, bajo, alto, soy, es, eres	tengo, el pelo, los ojos, azul, verde, gris, marrón, castaño, rubio, rojo, corto, liso, rizado, largo, no, tengo, tienes, tiene, no, el pelo, los ojos, azul, verde, gris, marrón, castaño, rubio, rojo, corto, liso, rizado, largo, tiene, lleva, gafas, una camiseta, una sonrisa, una barba, chico, chica, y, pero	sistema solar, sol, luna, Mercurio, Venus, la Tierra, Marte, Júpiter, Saturno, Urano, Neptuno, Plutón, enorme, minúsculo, caliente, frío, rojo, verde, lento, rápido, es, un planeta, cerca del, lejos del, grande, pequeño, marrón, azul, hay, cien(tos), mil, bajo cero	qué, hora, es, son, la, las, una, dos, tres, cuatro, cinco, seis, siete, ocho nueve, diez, once, doce, y cuarto, y media, menos cuarto, me levanto, desayuno, voy al colegio, estudio, juego, hablo, con mis amigos, a las, y cuarto, y media, menos cuarto	el, la, los, las, y, de, el mundo, Europa, España, Francia, Andorra, Portugal, Marruecos, Argelia, vecino, isla, río, mar, montaña, ciudad, sierra, está, dónde, norte, sur, este, oeste, noreste, noroeste, sureste, suroeste, chorizo, bocadillo, chocolate helado limón limonada manzana tomate uvo zumo, jamón, pan, queso, caramelo cola sandía fresa naranja lima limón manzana cereza, es, no, es, el chocolate, la miel, la mermelada de naranja el helado de fresa, el plátano, la tarta de manzana, dulce, duro, rico
Grammar	Gender - indefinite articles Forming questions with question words Adjectival agreement - number & gender (colours) Word order Verb of opinion + noun porque + es + adjective adjectival agreement Hay + noun	estar (temporary state), 1st & 2nd Pers sing ser (general traits) 1st & 3rd Pers sing Adverbs to describe frequency - word order ser (general traits & physical characteristics) 1st & 3rd Pers sing Adverbs to describe frequency - word order Asking a question using intonation adjectival position adjectival agreement	adjectival position adjectival agreement tener - 1st, 2nd, 3rd pers sing llevar - 3rd pers sing asking a question - intonation connectives - y, pero adjectival position & agreement	gender - using rules to identify gender of nouns and finding some exceptions adjectival position ser - permanent traits - 3rd pers adjectives numbers - large numbers	qué, hora, es, son, la, las, una, dos, tres, cuatro, cinco, seis, siete, ocho nueve, diez, once, doce, y cuarto, y media, menos cuarto, voy al colegio, estudio, juego, hablo, con mis amigos, a las, y cuarto, y media, menos cuarto	definite articles estar - location - 3rd pers s question word - dónde gender of nouns word order adjectival agreement
Phonics	[a] [a] source: casa, dos [u] source: universo [e] source: elefante [i] source: idea [a] [a] [u] [e] [i] [a] [e] [i] [a] [u]	[co] [co] [cu] source: cama, cosa, cucaracha [ce] source: centro [c] source: decir [z] source: zapato	[a] [e] [i] [a] [u] [z] [i] [i] source: libro, llamar [ga] [ga] [gu] source: ganar, lago, gusano	[que] source: que [qui] source: equipo [que] [qui] [ce] [ci] [n] [ñ] source: mano, español	[ge] source: gesto [gi] source: página [go] [go] [gu] [ge] [gi] Stress - penultimate syllable Bogotá, Cadagués, Albarrocin Stress - penultimate syllable stress for words that end in a consonants other than 'n' or 'y'	
	Year 6 - Languages	Year 6 - Languages	Year 6 - Languages	Year 6 - Languages	Year 6 - Languages	Year 6 - Languages
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	La música Music	En mi ciudad In my town	¿Qué haces? What do you do?	El tiempo Weather		Hablo español! I speak Spanish
Knowledge	<p>1. Can they use a variety of opinion phrases. ¿Te gusta la música?</p> <p>2. Can they give their opinion about a range of musical activities? ¿Te gusta al música?</p> <p>3. Can they say what people do? ¿Qué haces?</p> <p>4. Can they use different verb forms to say what musical instruments people play? ¿Qué tocas?</p> <p>5. Can they use their knowledge of grammar and vocabulary to give information and opinions about Mariachi music? ¿Te gusta la música Mariachi?</p> <p>6. Can they use their knowledge of grammar and vocabulary to give information and opinions about Mariachi music? ¿Qué es la música Mariachi?</p> <p>7. Can they use their knowledge of grammar to use a 3rd person form of an irregular verb. Stand alone lesson to learn practical classroom phrases using the irregular verb estar. Estoy presente</p>	<p>1. Can they use their knowledge of grammar to adapt and substitute single words and phrases? ¿Que hay en tu ciudad?</p> <p>2. Can they use their knowledge of grammar to adapt and substitute single words and phrases? ¿Qué hay en tu ciudad?</p> <p>3. Do they understand longer passages made up of familiar language in simple sentences? ¿Qué hay en tu ciudad?</p> <p>4. Can they use their knowledge of grammar to adapt and substitute single words and phrases? ¿Te gusta tu ciudad?</p> <p>5. Can they use their knowledge of grammar to adapt and substitute single words and phrases? ¿Te gusta tu ciudad?</p> <p>6. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Mi ciudad ideal</p>	<p>1. Can they identify the main points and some details? Say what I like doing ¿Qué te gusta hacer en tu tiempo libre?</p> <p>2. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Say what I do ¿Qué haces?</p> <p>3. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Say what I and other people do ¿Qué hacemos?</p> <p>4. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Say what I and other people do ¿Qué hacemos?</p> <p>5. Can they write a paragraph of about 3-4 simple sentences? Write about what I and other people do ¿Qué hacemos?</p> <p>6. Can they write a paragraph of about 3-4 simple sentences? Write about what I and other people do ¿Qué hacemos?"</p>	<p>1. Can they identify the main points and some details? Say what the weather is like in my country ¿Qué tiempo hace en tu país?</p> <p>2. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Say what the weather is like in different seasons ¿Qué tiempo hace en verano?</p> <p>3. Can they understand a short story or factual text and note some of the main points? Say what the climate is like in your country ¿Cómo es el clima en tu país?</p> <p>4. Can they use their knowledge of grammar to adapt and substitute single words and phrases? Give a weather forecast Hoy en Madrid llueve</p> <p>5. Can they hold a simple conversation with at least 3-4 exchanges? Have conversation about the weather ¡Hablamos del tiempo!"</p>	<p>1. Can they use a dictionary or glossary to check words they have learnt? Use a dictionary to discover names of countries ¿De dónde eres?</p> <p>2. Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases? Ask and answer questions in an interview ¿Qué idiomas hablas?</p> <p>3. Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases? Ask and answer questions in an interview ¿Qué idiomas hablas?</p> <p>4. Can they write a paragraph of about 3-4 simple sentences? Give key information about myself Todo sobre mi 1</p> <p>5. Can they write a paragraph of about 3-4 simple sentences? Give key information about myself Todo sobre mi 2</p> <p>6. Can they write a paragraph of about 3-4 simple sentences? Respond to a letter asking questions about me ¡Escribimos una carta"</p>	

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Vocabulary	me gusta, no me gusta, me gusta mucho, me encanta, escuchar, tocar, cantar, bailar, música "Consolidate: me gusta, no me gusta, me gusta mucho, me encanta, escuchar, tocar, cantar, bailar, música" bailar, bailar, cantar, canto, escuchar, escucha, tocar, toca, es divertido, la guitarra, el piano toca, tocas, el violín, el saxofón, la trompeta, la flauta, qué toca, el violín, la guitarra la trompeta, el acordeón, porque, es, divertido, alegre, energético, demasiado, alto, irritante toca, el violín, la guitarra la trompeta, el acordeón, porque, es, divertido, alegre, energético, demasiado, alto, irritante, un poco, bastante, muy estar, estoy, está, presente, ausente, aquí, allí, hola	hay, no, un banco, un museo, un mercado, un parque, un supermercado, un hospital, una cafetería, una estación hay, no hay, un castillo, un colegio, un polideprtivo, un cine, una piscina, una catedral, una biblioteca, una panadería hay, no hay, un castillo, un colegio, un polideprtivo, un cine, una piscina, una catedral, una biblioteca, una panadería, un banco, un museo, un mercado, un parque, un supermercado, un hospital, una cafetería, una estación me encanta, me gusta, mucho, nada, no me gusta, odio, bonita, fea, ruidosa, turística, peqeña, tranquila, porque es, no es vivo, en, me encanta, me gusta, mucho, nada, no me gusta, odio, bonita, fea, ruidosa, turística, peqeña, tranquila, porque es, no es All vocabulary from term 2	me gusta, bailar, cantar karaoke, sacar fotos, hablar con mis amigos, montar en bici, tocar la guitarra, bailar, canto karaoke, saco fotos, hablo con mis amigos, monto en bici, toco la guitarra, montar, tocar, mi madre, mi padre, mi hermano, mi hermana, los, lunes, martes, miércoles, jueves, viernes, sábado, domingo	hace, sol, calor, viento, frío, buen, mal, tiempo, hay, nubes, niebla, tormentas, llueve, nieva, en, invierno, verano, otoño, primavera, en, invierno, verano, otoño, primavera, generalmente, normalmente, siempre, a veces, nunca, el norte, este, sur, oeste, está, dónde, me gusta, bailar, tocar, cantar, hacer, escuchar, ver, leer		Alemania , Argentina, Bulgaria, China, Escocia, España, Francia, Gales, Inglaterra, Italia, Polonia, Ucrania, alemán, español, búlgaro, chino, inglés, francés, galés, italiano, polaco, ucranio, hablo, hablas, habla, me llamo, tengo, mi cumpleaños es el, vivo, hablo, no, muy bien, un poco de, soy, alto, bajo, tengo, los ojos, el pelo, y, también, pero, un poco, bastante, muy Colours, Personal details, Adjectives to describe personality, age, birthday, languages, countries
Grammar	opinion verb + infinitive negative verb -ar verbs, infinitives, 3rd per sing -or verbs, infinitives, 1st, 2nd, 3rd per sing forming questions with qué + verb -or verbs, 3rd per sing opinion verb + infinitive using a connective to add a justification es + adjective opinion verb + noun porque + es + adjective qualifiers estar (location), 1st & 3rd per sing	hay + noun no hay + noun gender of nouns opinion verb + noun porque + adjective (to justify) adjectival agreement	me gusta, bailar, cantar karaoke, sacar fotos, hablar con mis amigos, montar en bici, tocar la guitarra, baila, canto karaoke, saco fotos, hablo con mis amigos, monto en bici, toco la guitarra, bailar, cantar, sacar, hablar, montar, tocar, mi madre, mi padre, mi hermano, mi hermana, los, lunes, martes, miércoles, jueves, viernes, sábado, domingo	hacer - 3rd per s impersonal hay using question words - qué" using frequency phrases cómo (se llama), dónde (está) estar - location -3rd per question words - qué intonation for questions me gusta + infinitive		ser - where you are from hablar - 1st pers no to negote verb ser - where you are from (1st, 2nd, 3rd sing) hablar - 1st, 2nd, 3rd pers sing llamarse - 1st per sing tener (age) - 1st pers sing vivir - 1st pers sing ser - 1st pers sing, 3rd pers sing tener - 1st pers sing ser - 1st pers sing adjective postion & agreement
Phonics	[a] [a] source: casa, dos [u] source: universo [e] source: elefante [i] source: idea [a] [a] [u] [e] [i] [a] [e] [i] [a] [u]	[ca] [ca] [cu] source: cama, cosa, cucaracha [ca] source: centro [c] source: decir [s] source: zapato	"[a] [i] [u] [h] [j] [V]" [i] [i] source: libro, llamar [ga] [ga] [qu] source: ganar, logo, gusano [ga], [ga], [gu] cluster, [ca], [ca], [cu] cluster	[que] source: que [qui] source: equipo [que] [qui] [ce] [ci] [n] [ñ] source: mano, español		[a] [e] [i] [o] [u] Stress - antepenultimate syllable Méjico, Méjico, Córdoba Stress - final syllable Bogotá, Cadaqués, Albarracín Stress - penultimate syllable stress for words that end in a consonants other than 'n' or 'y' Reading aloud of an extended text