**MFL Long Term Spanish Plan**

**Year 3**

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| **Term** | **Topic** | **Topic Objectives** | **National Curriculum** | **Links to previous topics** |
| **Autumn**  **1** | **Meet and greet** | * **Say hello and goodbye.** * **Introduce themselves.** * **Use a variety of greetings** * **Say how they are feeling.** * **Count to ten.** * **Say how old they are.** * Ask and answer simple questions for each topic area. * Use different greetings for different situations. | * listen attentively to spoken language and show understanding by joining in and responding; * engage in conversations; ask and answer questions; * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; * appreciate stories, songs, poems and rhymes in the language; * speak in sentences, using familiar vocabulary, phrases and basic language structures; | EYFS/KS1 – songs greetings and numbers. |
| **Autumn**  **2** | **My body** | * **Naming body parts.** * **Give and respond to simple classroom instructions.** * **Identify colours.** * **Name items of clothing.** * Ask and answer questions using topic vocabulary. * read and write simple words * Link un/una to masculine and Feminine nouns * Use ‘y’ to link several items in a sentence | * listen attentively to spoken language and show understanding by joining in and responding; * read carefully and show understanding of words, phrases and simple writing; * appreciate stories, songs, poems and rhymes in the language; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; * Understand basic grammar of feminine and masculine nouns | EYFS – songs  Colours body parts |
| **Spring**  **1** | **Time to eat** | * **Follow a story and join in the repeated parts.** * **Say what food from a set they like/dislike.** * **Describe the colour of an object.** * **Ask politely for something.** * respond to a polite request * Predict a repeated phrase. * Modify a colour adjective. * Make a range of simple statements by substituting vocabulary | * key features and patterns of the language. * describe people, places, things and actions orally and in writing; * engage in conversations; ask and answer questions; * express opinions and respond to those of others; seek clarification and help; * appreciate stories, songs, poems and rhymes in the language; | EYFS/KS1 – songs  food |
| **Spring**  **2** | **The people around me** | * **Identify and introduce some of their relations;** * **Name some common pets;** * **Recognise some of the letters of the Spanish alphabet**. * Consider how verbs have different forms for different subjects; * Make new sentences by substituting other vocabulary appropriately; * Pronounce some of the letters of the alphabet | * 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; * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; * engage in conversations; ask and answer questions; * present ideas and information orally to a range of audiences; * Understand basic grammar, including conjugation of high-frequency verbs | EYFS/KS1 -songs  family and pets |
| **Summer**  **1** | **All About School** | * **Listen and respond to topic vocabulary.** * **Demonstrate understanding with actions.** * **Write sentences converting el/la to un/una.** * **Answer questions using the topic vocabulary.** * **Express simple opinions.** * Express opinions, with use of ‘(no) me gusta(n)’ * Begin to know from memory if topic nouns are masculine/feminine. * To ask and answer questions using topic vocabulary. | * Understand basic, including feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. * speak in sentences, using familiar vocabulary, phrases and basic language structures; * engage in conversations; ask and answer questions; express opinions * listen attentively to spoken language and show understanding by joining in and responding; * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | Year 3 – my body |
| **Summer**  **2** | **Tell me when** | * **Say and order the days of the week.** * **Say and order the months of the year.** * **Count up to 31.** * **Say their own birthday**. * Recognise how some larger numbers are made by combining words for smaller numbers. * Ask other people their birthday. * Say today’s date. * Identify the correct language for ‘yesterday’ and ‘tomorrow’. | * listen attentively to spoken language and show understanding by joining in and responding; * speak in sentences, using familiar vocabulary, phrases and basic language structures; * Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English. * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; * read carefully and show understanding of words, phrases and simple writing; * to use know language to present information. | KS1- songs  Days and months  Year 3 - meet and greet |

**All children will achieve these objectives** Most children will achieve these objectives