**MFL Long Term Spanish Plan**

**Year 6**

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| **Term** | **Topic** | **Topic Objectives** | **National Curriculum** | **Links to previous topics** |
| **Autumn**  **1** | **Exploring A Spanish Town** | * **Identify shops and places in town.** * **Write a short sentence saying where they live.** * **Recognise opinions.** * **Match a few conjugations of the verb ‘to live’ to its subject.** * **Name a few adjectives.** * Identify prepositions. * Write a short sentence saying where something is using preposition. * Recognise adjectives to describe towns. * Say and write some conjugations of the verb ‘to live’ and use them in a sentence. * Describe the place where they live. | * Understand basic grammar appropriate to the language being studied, including (where relevant the conjugation of high-frequency verbs. * present ideas and information orally to a range of audiences; * describe people, places, things and actions orally and in writing; * write phrases from memory, and adapt these to create new sentences, to express ideas clearly; | Year 4 – My Town, Wider world  Year 5 – The way we look, eating out: adjective noun agreement |
| **Autumn**  **2** | **At the shops** | * **Match a few conjugations of the verb ‘to buy’ to its subject.** * **Identify shops, shopping items, clothes and adjectives.** * **Begin to pronounce familiar sounds accurately.** * **Identify three-digit numbers.** * **Recognise what different phrases are for in the context of shopping.** * say and write some conjugations of the verb ‘to buy’ and use them in a sentence. * Describe clothes using a variety of adjectives. * Pronounce familiar words accurately. * Write and say the cost of a shopping list. * Answer key questions in the context of shopping | * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; * listen attentively to spoken language and show understanding by joining in and responding; * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; | Year 4- shopping  Year 5 – The Past |
| **Spring**  **1** | **Discovering Spain** | * **Listen and respond to topic vocabulary.** * **Answer questions orally using the topic vocabulary.** * **Write an answer to a sentence using the topic vocabulary.** * **Identify cities and places in Spain.** * **Describe position up to 4 compass points.** * **Read a poem aloud.** * **Participate in a board game with supporting resources.** * Describe position up to 8 compass points. * Choose the correct form of an adjective describing countries. * Create sentences independently, using a model sentence. * Use known language to work out the meaning of a Spanish poem. | * write phrases from memory, and adapt these to create new sentences, to express ideas clearly; * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; * describe people, places, things and actions orally and in writing; * appreciate stories, songs, poems and rhymes in the language; | Year 4 – my town,  Year 6 – exploring Spanish town |
| **Spring**  **2** | **At what time** | * **Describe position up to 8 compass points.** * **Choose the correct form of an adjective describing countries.** * **Create sentences independently, using a model sentence.** * **Use known language to work out the meaning of a Spanish poem.** * Recognise the correct time (o’clock, half past, quarter past, quarter to and five minute intervals). * Say the time (five minute intervals). * Distinguish between the Spanish phrases for a.m. and p.m. * Describe what there is in an airport. * Read an information chart. | * speak in sentences, using familiar vocabulary, phrases and basic language structures; * describe people, places, things and actions orally and in writing; * 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 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. * read carefully and show understanding of words, phrases and simple writing; * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; | Year 3 – Tell me when  Year 4- My routine |
| **Summer**  **1** | **Our wonderful world** | * **Identify some key environmental challenges in their local area.** * **Use ‘hay’ to say what challenges there are.** * **Say what environmental actions they are going to take.** * **Make simple statements about what environmental actions some groups of people are going to do.** * **Link their sentences with ‘y’.** * **Write and read aloud a short paragraph.** * use ‘hay/no hay’ to say what challenges there are in their local area. * Say what environmental actions they would like to take. * Use a range linking words to make longer sentences. * Use the near future in the 3rd person singular and plural. * Explain what environmental actions they think some groups of people are going to take. * Ask and answer questions about environmental actions and challenges in their local area. * Write and deliver a short presentation with a clear introduction and conclusion. | * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; * speak in sentences, using familiar vocabulary, phrases and basic language structures; * listen attentively to spoken language and show understanding by joining in and responding; * describe people, places, things and actions orally and in writing; * write phrases from memory, and adapt these to create new sentences, to express ideas clearly; * read carefully and show understanding of words, phrases and simple writing; | Year 4 – My town  Year 5- My world |
| **Summer**  **2** | **The next Adventure** | **Identify and repeat key Spanish sounds.**  **Say a Spanish tongue-twister.**  **Attempt to pronounce unfamiliar words and phrases in Spanish.**  **Words and phrases in Spanish.**  **Can remember some information about Spain, Spanish-speaking countries and Spanish culture.**  **Use known language to work out the meaning of a Spanish poem and other written text.**  **Perform a Spanish poem with correct pronunciation.**  **Recognise different types of words and work out meanings.**  **Look up a word in a Spanish dictionary or online language tool.**  **Use different strategies to remember words.**  **Understand some key information when someone speaks in Spanish.**  **Take part in a conversation in Spanish.**  **Present information in Spanish to my partner or a group of people.**  **Understand some key information when I read something in Spanish.**  **Write a few sentences about myself and someone or something else in Spanish.**  **Look up new words and include them in my writing.** | * To develop accurate pronunciation and intonation so that others can understand in the context of key Spanish sounds and spellings. * To appreciate stories, songs, poems and rhymes in the context of cultural awareness. * To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; in the context of language skills. * To listen attentively to spoken language and show understanding by joining in and responding in the context of communication games and activities. * To read carefully and show understanding of words, phrases and simple writing in the context of literacy activities. | This unit is a a KS2 transition unit that is designed to ensure that children are able to meet the Modern Foreign Languages KS2 curriculum objectives, which they have been working on throughout all KS2 units. They will be able to make their own self-assessments and fill in their To the Next Adventure Spanish Skills Passport at the end of every lesson. |

**Working towards expected level** Working at expected level.