

Subject: Modern Foreign Languages (MFL) (Using Language Angels)

MFL is taught in key stage two

National Curriculum links	
<b>Aims</b>	
The national curriculum for languages aims to ensure that all pupils:	
<ul style="list-style-type: none"><li>• understand and respond to spoken and written language from a variety of authentic sources</li><li>• speak 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</li><li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li><li>• discover and develop an appreciation of a range of writing in the language studied.</li></ul>	
Key Stage Two	
Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.	
<b>Pupils should be taught to:</b>	
<ul style="list-style-type: none"><li>• listen attentively to spoken language and show understanding by joining in and responding</li><li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li><li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• present ideas and information orally to a range of audiences</li><li>• read carefully and show understanding of words, phrases and simple writing</li><li>• appreciate stories, songs, poems and rhymes in the language</li><li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>• describe people, places, things and actions orally and in writing</li><li>• 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.</li></ul>	

Year group: Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Phonetics 1 I'm learning Spanish	Animals	Instruments	I know how to...	Fruits	Ice creams
Skills	Pinpoint Spain and other Spanish speaking countries on a map of the world • Ask and answer the question 'How are you?' in Spanish • Say 'Hello' and 'Goodbye' in Spanish • Ask and answer the question 'What is your name?' in Spanish • Count to ten in Spanish • Say ten colours in Spanish	• Recognise, recall, and spell up to ten animals in Spanish with their correct indefinite article/determiner. • Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be).	• Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. • Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments.	<input type="checkbox"/> Recognise, recall and spell 10 action verbs in Spanish. <input type="checkbox"/> Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..). <input type="checkbox"/> Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).	Name and recognise up to 10 fruits in Spanish. • Attempt to spell some of these nouns. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits they like and dislike	<input type="checkbox"/> Name and recognise up to 10 different flavours for ice creams. <input type="checkbox"/> Ask for an ice-cream in Spanish using 'quisiera'. <input type="checkbox"/> Say what flavour they would like. <input type="checkbox"/> Say whether they would like their ice-cream in a cone or a small pot/tub.
Key knowledge	I can find Spain on a map of the world if I am shown Europe first. • I can repeat all my personal details in Spanish, and ask for the same information back, with the help of an adult or the PowerPoint used in class. • I can remember some numbers from 1-10 clearly in Spanish without any help and	Name up to five animals in Spanish with their correct article/determiner • I am beginning to learn that articles/determiners work differently in Spanish than they do in English and that I will have to always learn the article/determiner alongside the noun. • I can say/write a short phrase using the verb	I can attempt to name/spell at least five different instruments in Spanish with the correct definite article/determiner. • I understand that the instruments do not all have the same definite article/determiner. • I can say/write at least five short phrases on five different instruments in Spanish but may need to look	<input type="checkbox"/> I can attempt to name up to 10 verbs in Spanish but may need to look at the vocabulary sheet first if/when attempting all the spellings. <input type="checkbox"/> I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first.	I can repeat and recognise most of the ten fruits in Spanish with their correct article. • I can attempt to possibly spell five of these words unaided from memory with good accuracy. • I can ask somebody in Spanish if they like a particular fruit but I may need a reminder of the	<input type="checkbox"/> I can repeat and recognise most of the 10 ice-cream flavours in Spanish as presented in this unit. <input type="checkbox"/> I can attempt to possibly spell five of these ice-cream flavours in Spanish unaided from memory with good accuracy. <input type="checkbox"/> I can say in Spanish that I would like an

	can attempt to spell some of these correctly. • I can say some of the ten colours in Spanish without any help and can attempt to spell some of these correctly.	'soy' (I am) and an animal in Spanish but may need to look at the vocabulary sheet first to support with the spellings.	at the vocabulary sheet to support me with the spellings.	<input type="checkbox"/> I can say/write at least one short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish.	question first. • I can say in Spanish which of the ten fruits I like and dislike, but I may need a model answer.	ice-cream, using 'quisiera', but I may need a reminder of the question first. <input type="checkbox"/> I can specify in Spanish what flavour ice-cream I would like, but I may need a model answer. <input type="checkbox"/> I can specify in Spanish whether I would like my ice-cream in a pot or a cone or a small pot/tub if I am reminded of the language first.
Key vocabulary	See planning on Language Angles – each unit highlights key vocabulary that will be the main focus.					
Assessment of progress	Use scheme to track and monitor progress of each individual unit End of year teacher assessment					

Subject: MFL

Year group: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Phonetics 1-2 Seasons	Vegetables	Presenting myself	My family	In the classroom	At the cafe
Skills	Name (with accurate pronunciation) and remember the four seasons in Spanish	• Name and recognise up to 10 vegetables in Spanish. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to	• Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they	• Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. • Continue to count in Spanish, reaching 100, enabling students to say	• Remember and recall 12 classroom objects with their indefinite article. • Replace an indefinite article with a possessive adjective. • Say and write what	<input type="checkbox"/> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria.

		facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	live. • Tell you their nationality and understand basic gender agreement rules.	the age of various family members. • Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).	they have and do not have in their pencil case.	<input type="checkbox"/> To understand better how to change a singular noun to plural form. <input type="checkbox"/> Perform a short role-play ordering what they would like to eat and drink.
Key knowledge	<p>I can repeat and recognise most of the ten colours in Spanish. All with a prompt first.</p> <p>• I can repeat and recognise most of the numbers 1-10 in Spanish but I may need a prompt first from counting from 1-10. • I may be able to attempt to spell a couple of the numbers from 1-10 and some of the colours in Spanish.</p>	<p>I can repeat and recognise most of the ten vegetables in Spanish with their correct article. • I can attempt to possibly spell five of these words unaided from memory with good accuracy. • I can ask somebody in Spanish for a particular vegetable but I may need a reminder of how to specify the weight. • I can perform a very simple Spanish role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.</p>	<p>I can understand and use set phrases to talk about myself and ask others for simple information in return. • I can understand numbers 1-20, count and use them out of sequence. • I can tell you my nationality and I am aware that the pronunciation changes if I am a girl or boy.</p>	<p>I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with odd words and phrases as and when they are revisited in this unit. Unit - La Familia   Page 2 • I can tell you the words for family members in Spanish and, with support, tell you what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called. • I may need help with changing the verb from from 'I am called' to 'he/she is called'. • I can recognise numbers 1-100 in Spanish but will need some form of support when counting them myself. I can use this knowledge to say how old various family members are but may need help changing</p>	<p>I can repeat, remember and attempt to spell most of the 12 classroom objects in Spanish with their correct indefinite article/determiner. • I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. • I can recall in spoken and written form what I have and do not have in my pencil case.</p>	<p><input type="checkbox"/> I can repeat, remember, and attempt to spell most of the items typically offered in a Spanish cafetería with their correct article/determiner but I may need a word bank to support me.</p> <p><input type="checkbox"/> I can attempt changing a singular noun to a plural noun in Spanish.</p> <p><input type="checkbox"/> I can ask for items I would like to eat and items I would like to drink in a cafetería but may need my Vocabulary Sheet to remind me of all the options.</p>

				the verb from 'I am ...years old' to 'he/she... is years old'.		
Key vocabulary	See planning on Language Angles – each unit highlights key vocabulary that will be the main focus.					
Assessment of progress	Use scheme to track and monitor progress of each individual unit. End of year teacher assessment					

Subject: MFL

Year group: Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Phonetics 1-3 Clothes	The Date	What is the weather?	Do you have a pet?	My home	Habitats
Skills	<ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for a variety of clothes in Spanish. • Use the appropriate genders and articles for these clothes. • Use the verb LLEVAR in Spanish with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Remember, recall and spell the 7 days of the week.</li> <li><input type="checkbox"/> Remember, recall and spell the 12 months of the year.</li> <li><input type="checkbox"/> Remember, recall and spell numbers 1-31.</li> <li><input type="checkbox"/> Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li><input type="checkbox"/> Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in Spanish. • Ask what the weather is like today. • Say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a weather map with symbols.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish.</li> <li><input type="checkbox"/> Tell somebody in Spanish if they have or do not have a pet.</li> <li><input type="checkbox"/> Ask somebody else in Spanish if they have a pet.</li> <li><input type="checkbox"/> Tell somebody in Spanish the name of their pet.</li> <li><input type="checkbox"/> Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but").</li> </ul>	<ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody else in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language</li> </ul>	<ul style="list-style-type: none"> <li>• Tell somebody in Spanish some key facts about things that animals and plants need to survive in their various habitats. • Tell somebody in Spanish examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. • Tell somebody in Spanish what types of animals live in different habitats and what their particular adaptations are to best suit their environment. • Tell</li> </ul>

					(incorporating personal details such as their name and age).	somebody in Spanish what types of plants live in different habitats and what their particular adaptations are to best suit their environment.
Key knowledge	<p>I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I can use un/una/unos/unas with improving accuracy. • I can say what I am wearing in Spanish if I have time to prepare and can attempt to tell you what my friend is wearing if I have the full verb conjugation of LLEVAR in front of me.</p> <p>• I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing. • I can describe clothing by colour and am beginning to understand the concept of adjectival agreement. • I am becoming increasingly</p>	<p><input type="checkbox"/> I can repeat, remember and attempt to spell most of the days of the week, the months of the year and numbers 1-31 in Spanish.</p> <p><input type="checkbox"/> I am able to say the date in Spanish when I am shown a few examples first and reminded what the options are.</p> <p><input type="checkbox"/> I am able to say the date of my birthday in Spanish when I am shown a few examples first and reminded what the options are.</p>	<p>I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me. • I can ask what the weather is in Spanish and can attempt to give the reply in Spanish if I am reminded of the language choices first.</p> <p>• I can read a Spanish weather map but I need the language written down as I may have difficulty in recalling the language.</p>	<p><input type="checkbox"/> I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest.</p> <p><input type="checkbox"/> I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply back, including use of the negative if I have time to work out what I want to say and see an example to remind me.</p> <p><input type="checkbox"/> I can tell you the name of my pet using a full sentence in Spanish if the teacher shows me an example first to remind me of the language.</p> <p><input type="checkbox"/> I can attempt to improve my spoken and written Spanish using the conjunctions y ("and") or pero ("but").</p>	<p>I can say and write whether I live in a house or an apartment with high accuracy. • I can say and write where my house or apartment is after I have heard the options available to me. • I can repeat and recognise most of the ten rooms of the house with their correct gender in Spanish. I can possibly spell over half of these words unaided from memory with good accuracy. • I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me.</p>	<p>I can tell you some of the essential elements that plants and animals need to survive in their habitats, but I may need to be prompted or reminded of first. • I can tell you in Spanish a couple of different types of habitats and find examples on a world map, but I can work faster and better with a word bank or a gap fill to help and remind me. • I can tell you in Spanish what animals and plants live and grow in two different types of habitats. • I can say one sentence from memory in Spanish on a plant and animal adaptation but I can say more if I am given a model answer first and then attempt to give two extended sentences.</p>

	more confident using MI and MIS.					
Key vocabulary	See planning on Language Angles – each unit highlights key vocabulary that will be the main focus.					
Assessment of progress	Use scheme to track and monitor progress of each individual unit. End of year teacher assessment					

Subject: MFL

Year group: Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Phonetics 1-3 At School	At the Weekend	Healthy lifestyle	Planets	Me in the World	
Skills	<ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school.</li> <li>Say why they like/ dislike certain school subjects.</li> <li>Tell the time (on the hour) in Spanish.</li> <li>Say what time they study certain subjects at school.</li> </ul>	<ul style="list-style-type: none"> <li>Ask what the time is in Spanish.</li> <li>Tell the time accurately in Spanish.</li> <li>Learn how to say what they do at the weekend in Spanish.</li> <li>Learn to integrate connectives into their work.</li> <li>Present an account of what they do and at what time at the weekend.</li> </ul>	<ul style="list-style-type: none"> <li>Name and recognise ten foods and drinks that are considered good for your health.</li> <li>Name and recognise ten foods and drinks that are not considered good for your health.</li> <li>Say what activities they do to keep in shape during the week.</li> <li>Say in general what they do to keep a healthy lifestyle.</li> <li>Learn to make a healthy recipe in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Name and recognise the planets in Spanish on a solar system map.</li> <li>Spell at least five of the planets in Spanish.</li> <li>Say an interesting fact about at least four of the planets in Spanish.</li> <li>Explain the rules of adjectival agreement clearly in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>About the many countries in the world that speak Spanish.</li> <li>About different festivals (religious and non-religious) around the world.</li> <li>That we are different and yet all the same.</li> <li>That we can all help to protect our planet.</li> </ul>	
Key knowledge	<ul style="list-style-type: none"> <li>I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help. I can</li> </ul>	<ul style="list-style-type: none"> <li>I can ask what the time is in Spanish and attempt to tell the time accurately, including using quarter past, half past and quarter to. I may need time to work it out first or check the</li> </ul>	<ul style="list-style-type: none"> <li>I can now name and recognise at least five foods and drinks that are considered good for a healthy diet, perhaps more with the help of pictures to prompt me.</li> <li>I can also name at least</li> </ul>	<ul style="list-style-type: none"> <li>I can now name and place at least five planets in Spanish on a solar system map.</li> <li>I can also spell about five of the planets in Spanish.</li> <li>I can tell you an interesting fact about four of the</li> </ul>	<ul style="list-style-type: none"> <li>I know that there are many countries that have Spanish as their official language and can name two of them in Spanish (apart from Spain).</li> <li>I can locate some of these on a map of the world.</li> <li>I can name and mention a few key facts in Spanish about two celebrations in Spanish speaking countries.</li> <li>I can tell you at least one thing that I am going to do help protect our planet.</li> </ul>	

	attempt to use the correct article. • I can say what subjects I like and dislike at school. • I can tell you what time I have a particular subject at school	language. • I have learnt a range of phrases in Spanish to talk about the activities that I do at the weekend and can remember at least half of them by heart. • I am able to highlight the verb in these sentences if I have a choice of the verbs in front of me first. • I can give you an account of what I do at the weekend and at what time, integrating connectives into my work when I have a few minutes to prepare first.	another five foods and drinks that are considered bad for a healthy diet if eaten in excess. • I can tell you at least one thing that I do during the week in terms of exercise. • I can give you a general account of what I do to lead a healthy lifestyle if I have a few minutes to prepare first. • I can now follow a simple Spanish recipe if I have a minute to analyse the text first.	planets. • I can explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural.	
Key vocabulary	See planning on Language Angles – each unit highlights key vocabulary that will be the main focus.				
Assessment of progress	Use scheme to track and monitor progress of each individual unit. End of year teacher assessment				