



Chantlers
Primary School

A World of Possibilities



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Spanish Curriculum

Chantlers Primary School

MFL Curriculum Sequencing & Knowledge

Overview of units per year group		
Year Group	Term	Topic Title(s)
Year 3 - Spanish	Autumn	Spanish greeting with puppets – Spanish numbers and ages
	Spring	Shapes and colours in Spanish – Classroom objects in Spanish
	Summer	Where do you live in Spain? - Journey around Latin America
Year 4 - French	Autumn	Portraits – describing In French – Clothes – getting dressed in France
	Spring	French numbers, calendars and birthday – French weather and the Water Cycle
	Summer	French food – Miam, miam! – French Eurovision Song Contest
Year 5 - French	Autumn	French monster pets – Space exploration in French
	Spring	Shopping in France – French speaking world
	Summer	Verbs in a French week – Meet my French family
Year 6 - French	Autumn	French sport and the Olympics – French football champions
	Spring	In my French house – Planning a French holiday
	Summer	Visiting a town in France

	Autumn 1	Autumn 2
Year 3 Factual knowledge gained per unit of study	Factual Knowledge for Year 3 Spanish: Greetings with Puppets Children Will Know... - How to say basic Spanish greetings and farewells, such as <i>Hola, Buenos días, Buenas tardes, Buenas noches</i>, and <i>Adiós</i>. - How to introduce themselves in Spanish, using phrases like <i>¿Cómo te llamas?</i> and <i>Me llamo...</i> - How to express feelings in Spanish, including <i>Estoy bien, Estoy mal, Fantástico, Muy bien, Muy mal, Sí</i>, and <i>No</i>. - That greetings in Spanish vary depending on the time of day, and be able to select the appropriate one. - How to pronounce key Spanish sounds, including how <i>i</i>, <i>a</i>, and <i>o</i> sound and that <i>h</i> is silent. - What a Spanish rhyme sounds like, and how it connects with Spanish-speaking culture and traditions. - That puppets can help them practise Spanish confidently, especially during performances or role plays.	Factual Knowledge for Year 3 Spanish: Where do you live in Spain? Children Will Know... - How to say where they live in Spanish, using <i>¿Dónde vives?</i> and <i>Vivo en...</i> - Children will know how to introduce themselves, using <i>¿Cómo te llamas?</i> and <i>Me llamo...</i> - Children will know how to say their age, using <i>¿Cuántos años tienes?</i> and <i>Tengo ocho años</i>. - Children will know that Spanish cities contain key phonemes, such as <i>b</i> and <i>v</i>, which both sound like “b” in Spanish. - Children will know how to use a bilingual dictionary, including identifying word class and gender. - Children will know how to compose a short written paragraph, adapting model phrases to describe themselves.

Lesson Sequence Learning challenges in a sequenced order.	1. Can I say hello and introduce myself in Spanish? 2. Can I recognise and respond to different greetings like “Hola” or “Buenos días”? 3. Can I hear and follow the sounds in Spanish words? 4. Can I show how I feel using Spanish phrases and actions? 5. Can I join in with a Spanish rhyme and use a puppet to help perform it? 6. Can I match spoken Spanish phrases to their written captions?	1. Can I name cities in Spain and pronounce them correctly? 2. Can I ask and answer questions about where I live and who I am in Spanish? 3. Can I use a bilingual dictionary to find Spanish nouns and identify their gender? 4. Can I listen to a short Spanish text and pick out key information? 5. Can I read and understand short descriptive phrases in Spanish? 6. Can I write a short paragraph introducing myself in Spanish?
NC Links	• Listen attentively to spoken language and show understanding by joining in and responding. • 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, express opinions, and respond to those of others. • Speak in sentences, using familiar vocabulary, phrases, and basic language structures. • Develop accurate pronunciation and intonation so that others understand when reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. • Read carefully and show understanding of words, phrases, and simple writing. • Appreciate stories, songs, poems, and rhymes in the language. • Understand basic grammar, including feminine and masculine forms, and key features of Spanish phonics (e.g. silent <i>h</i>, vowel sounds).	• Listen attentively to spoken language and respond appropriately. • Explore patterns and sounds of Spanish, linking spelling, sound, and meaning. • Engage in conversations, asking and answering questions. • Speak in sentences using familiar vocabulary and structures. • Develop accurate pronunciation and intonation. • Present ideas and information orally. • Read and understand simple phrases and texts. • Use a bilingual dictionary to broaden vocabulary. • Understand basic grammar, including noun gender and phoneme patterns.

	Spring 1	Spring 2
Year 3 Factual knowledge gained per unit of study	Factual Knowledge for Year 3 Spanish: Numbers and Ages Children Will Know... - How to count from one to twelve in Spanish, including correct pronunciation. - Children will know how to say their age, using <i>¿Cuántos años tienes?</i> and <i>Tengo... años.</i> - Children will know that 'Tengo' means 'I have', and is used to express age. - Children will know how to identify and pronounce Spanish phonemes, such as <i>u</i> (like "oo"), <i>ñ</i> (like "ny" in "canyon"), and <i>z</i> (like "th" in "think"). - Children will know what a cognate is and be able to spot words that look and sound similar in English and Spanish. - Children will know how to use logic, context, and prior knowledge to decode unfamiliar Spanish words. - Children will know how Spanish people celebrate New Year, including the tradition of eating 12 grapes at midnight.	Factual Knowledge for Year 3 Spanish: Art - Shapes and Colours Children Will Know... - Children will know how to say and write colours and shapes in Spanish, including <i>rojo</i>, <i>azul</i>, <i>círculo</i>, <i>cuadrado</i>, etc. - Children will know how to describe animals using Spanish adjectives, such as <i>un canguro rojo</i> or <i>un pez azul</i>. - Children will know that adjectives often come after nouns in Spanish, and that they must agree in gender and number. - Children will know how to pronounce key Spanish phonemes, including <i>r</i>, <i>ll</i>, and <i>j</i>. - Children will know how to create descriptive phrases in Spanish, combining shape, colour, and animal vocabulary. - Children will know about Antoni Gaudí and his mosaic art, linking Spanish language with cultural heritage.

Lesson Sequence Learning challenges in a sequenced order.	1. Can I count from one to twelve in Spanish with good pronunciation? 2. Can I recognise and say Spanish phonemes like 'u', 'z', and 'ñ'? 3. Can I say how old I am in Spanish using the correct sentence structure? 4. Can I use different number words to change my age sentence? 5. Can I explain what a cognate is and give examples? 6. Can I use detective skills to work out the meaning of Spanish words? 7. Can I compare Spanish Christmas traditions with those from other countries?	1. Can I name and pronounce colours and shapes in Spanish? 2. Can I describe animals using Spanish adjectives and nouns? 3. Can I listen to and understand descriptive phrases in Spanish? 4. Can I use Spanish words to create and describe a mosaic? 5. Can I compare similar Spanish words and spot patterns in spelling and sound? 6. Can I present my mosaic and describe it using Spanish phrases?
NC Links	• Listen attentively to spoken language and respond appropriately. • Explore patterns and sounds of Spanish, linking spelling, sound, and meaning. • Engage in conversations, asking and answering questions. • Speak in sentences using familiar vocabulary and structures. • Develop accurate pronunciation and intonation. • Present ideas and information orally. • Read and understand simple phrases and texts. • Use a bilingual dictionary to broaden vocabulary. • Understand basic grammar, including verb use (<i>Tengo</i>) and phoneme patterns.	• Listen attentively to spoken language and respond appropriately. • Explore patterns and sounds of Spanish, linking spelling, sound, and meaning. • Engage in conversations, asking and answering questions. • Speak in sentences using familiar vocabulary and structures. • Develop accurate pronunciation and intonation. • Present ideas and information orally. • Read and understand simple phrases and texts. • Understand basic grammar, including adjective-noun agreement and gender. • Appreciate cultural elements, such as Spanish art and artists.

	Summer 1	Summer 2
Year 3 Factual knowledge gained per unit of study	Factual Knowledge for Year 3 Spanish: Classroom Objects Children will know 1. How to follow classroom instructions in Spanish, such as <i>¡Escuchad!</i>, <i>¡Mirad!</i>, <i>¡Repetid!</i>. 2. Children will know the vocabulary for common classroom items, including <i>una regla</i>, <i>un estuche</i>, <i>una goma</i>, <i>un cuaderno</i>, etc. 3. Children will know that Spanish nouns have gender, and be able to sort items into masculine (<i>un</i>) and feminine (<i>una</i>) categories. 4. Children will know how to form plurals in Spanish, including regular endings and exceptions like <i>lápiz</i> → <i>lápices</i>. 5. Children will know how to use the negative phrase “No tengo...” to say what they do not have. 6. Children will know how to use conjunctions like “y” (and) and “pero” (but) to link ideas in a sentence. 7. Children will know how to write a short descriptive paragraph, using sentence starters like <i>En mi mochila, tengo....</i>	Factual Knowledge for Year 3 Spanish: Journey Around Latin America Children will know 1. The names and locations of Spanish-speaking countries in Latin America, including Mexico, Argentina, Colombia, and Chile. 2. Children will know how to ask and answer questions about travel, using <i>¿Adónde vas?</i>, <i>Voy a...</i>, <i>¿Cómo vas?</i>, and <i>Voy en....</i> 3. Children will know the days of the week in Spanish, and that they are written in lowercase unless starting a sentence. 4. Children will know how to use prepositions like <i>en</i> and <i>a</i> when describing travel. 5. Children will know how to pronounce key Spanish phonemes, such as <i>b/v</i> and <i>k/c/qu</i>. 6. Children will know how to write and perform a short travel diary, using sentence starters and scaffolded phrases.

Lesson Sequence Learning challenges in a sequenced order.	1. Can I recognise and respond to classroom instructions in Spanish? 2. Can I name classroom items and identify if they are masculine or feminine? 3. Can I describe classroom items using plural noun phrases in Spanish? 4. Can I say what I do not have using the negative form "No tengo..."? 5. Can I read and understand short Spanish sentences with conjunctions like "y" and "pero"? 6. Can I write a short paragraph describing what is in my school bag in Spanish?	1. Can I locate and name Spanish-speaking countries in Latin America? 2. Can I ask and answer "Where are you going?" in Spanish using <i>¿Adónde vas?</i> and <i>Voy a...</i>? 3. Can I ask and answer "How are you going?" using <i>¿Cómo vas?</i> and transport phrases? 4. Can I say the days of the week in Spanish and use them in sentences? 5. Can I write a travel diary in Spanish describing where Oscar is going and how he gets there? 6. Can I perform my travel diary with accurate pronunciation and intonation?
NC Links	• Listen attentively to spoken language and respond appropriately. • Explore patterns and sounds of Spanish, linking spelling, sound, and meaning. • Engage in conversations, asking and answering questions. • Speak in sentences using familiar vocabulary and structures. • Develop accurate pronunciation and intonation. • Present ideas and information orally. • Read and understand simple phrases and texts. • Understand basic grammar, including noun gender, plurals, and negative constructions. • Use a bilingual dictionary to support vocabulary development.	• Listen attentively to spoken language and respond appropriately. • Explore patterns and sounds of Spanish, linking spelling, sound, and meaning. • Engage in conversations, asking and answering questions. • Speak in sentences using familiar vocabulary and structures. • Develop accurate pronunciation and intonation. • Present ideas and information orally. • Read and understand simple phrases and texts. • Write phrases from memory and adapt them to create new sentences. • Understand basic grammar, including verb conjugation (<i>voy, vas</i>) and prepositions (<i>en, a</i>). • Appreciate cultural elements, such as Latin American geography and traditions.

Unit Title	Key Focus	'Can I' Learning Objectives (Sample)	Children Will Know (Sample)	NC Links (Core Areas)
Greetings with Puppets	Basic greetings & emotional phrases	1. Say hello & introduce myself 2. Show feelings with actions & Spanish	- Basic greetings (<i>Hola, Buenos días</i>)- Feelings vocab (<i>Estoy bien</i>)	Listening, phonics, oral language, cultural appreciation
Where Do You Live in Spain?	Personal details & city names	1. Say where I live 2. Use a bilingual dictionary	- <i>Vivo en...</i> , <i>Me llamo...</i> - Identify gender of nouns	Grammar, reading, dictionary skills, writing
Numbers and Ages	Counting & phonics	1. Count to 12 2. Say my age 3. Identify cognates	- <i>Tengo... años</i> - Phonemes: <i>u, ñ, z</i> - Spanish New Year customs	Phonics, grammar, speaking, cultural comparison
Spanish Art	Colours, shapes & adjectives	1. Name colours/shapes 2. Describe animals 3. Present a mosaic	- <i>Un pez azul, círculo rojo</i> - Adjective/noun agreement	Grammar, visual expression, cultural appreciation
Classroom Objects	Everyday vocabulary & grammar	1. Follow classroom instructions 2. Say what I do/don't have 3. Use plurals	- <i>No tengo...</i> , <i>un lápiz, una goma</i> - Use "y", "pero"	Grammar, reading/writing, sentence structure
Journey Around Latin America	Geography & travel phrases	1. Locate countries 2. Ask/answer "Where are you going?" 3. Use days of week	- <i>¿Adónde vas?</i> , <i>Voy a...</i> - Days of week- Transport phrases	Grammar, geography links, speaking, cultural awareness