

## Whole School MFL Overview

	Year 3	Year 4	Year 5	Year 6
Unit 1	<p>Phonetics 1 (X)</p> <p><u>I am learning (E)</u></p> <p>Pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.</p>	<p>Phonetics 1-2 (X)</p> <p><u>I Am Able/ I Know How</u></p> <p>Pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.</p>	<p>Phonetics 1-2 (X) &amp;</p> <p><u>Seasons (E)</u></p> <p>Pupils will learn the four seasons of the year along with a key feature for each season in Spanish. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.</p>	<p>Phonetics 1-2 (X) &amp;</p> <p><u>Presenting Myself (I)</u></p> <p>In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p>
Unit 2	<p><u>Animals (E)</u></p> <p>Pupils will learn 10 familiar animals and be introduced to the 1<sup>st</sup> person singular high frequency verb 'I am' in Spanish. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article.</p>	<p><u>Fruits (E)</u></p> <p>In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.</p>	<p><u>Ice-Creams (E)</u></p> <p>In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or a cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p>	<p><u>My Family (I)</u></p> <p>Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1<sup>st</sup> person singular to 3<sup>rd</sup> person singular.</p>
Unit 3	<p><u>Instruments (E)</u></p> <p>Pupils will learn 10 common instruments</p>	<p><u>Vegetables (E)</u></p> <p>In this unit pupils will learn 10 common</p>	<p><u>Presenting Myself (I)</u></p> <p>In this unit pupils focus on asking</p>	<p><u>The Date (I)</u></p> <p>Days of the week, months of the year</p>

	and will be introduced to the 1 <sup>st</sup> person singular high frequency verb 'I play' in Spanish. By the end of the unit pupils will be able to recognise, recall, and spell up to 10 instruments with their definite articles/determiners.	vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.	questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.
Unit 4	<u>I know how (E)</u>  Pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.	<u>Presenting Myself (I)</u>  In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	<u>My Family (I)</u>  Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1 <sup>st</sup> person singular to 3 <sup>rd</sup> person singular.	<u>Do You Have a Pet? (I)</u>  By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1 <sup>st</sup> person singular to 3 <sup>rd</sup> person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.
Unit 5	<u>Fruits (E)</u>  In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.	<u>My Family (I)</u>  Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive	<u>At the Tea Room (Fr)</u> <u>At the Café (Sp)</u> <u>At the Restaurant (It) (I)</u>  This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering	<u>My Home (I)</u>  Pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using

		in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1 <sup>st</sup> person singular to 3 <sup>rd</sup> person singular.	to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.	it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.
Unit 6	Consolidation and review	Consolidation and review	Consolidation and review	Consolidation and review