



Throughout the Brindishe Federation, children are taught how to speak primarily **SPANISH**. In some year groups, teachers may choose to teach additional languages which suit their current class topic.

EYFS & KS1 will focus mainly on the 1<sup>st</sup> two objectives through language exploration as part of their daily provision. By the end of KS2, teaching and learning will have included all of The National Curriculum objectives. Where these are age specific is noted in the year group document below.

### Resources

Audio stories in different languages:

<https://www.thefablecottage.com/>

<https://www.thespanishexperiment.com/> (just in Spanish)

Radio clips: <https://www.bbc.co.uk/programmes/articles/4FDrPw6jzlxpYKq0WsbS8J3/mfl-ks2-spanish-mi-madrid>

BBC bitesize resources – video clips, songs, stories and poems: <https://www.bbc.co.uk/bitesize/subjects/zxsvr82>

Spanish games: <http://www.crickweb.co.uk/ks2spanish.html>

| Subject content                    | Objectives  | Themes and vocabulary  | NC Objectives (non-statutory until KS2)   |
|------------------------------------|---|--|---|
| <b>Speaking and Listening</b>      | Listen and respond to simple songs and rhymes<br>Recognise and respond to specific sounds and words<br>Listen attentively, repeating words and phrases<br>Understand everyday classroom language, instructions and praise | Link to class theme:<br><br>Colours<br>Numbers<br>Parts of the body<br>Simple greetings<br>Animals<br>Days of the week<br>Months of the year<br>Classroom instructions | listen attentively to spoken language and show understanding by joining in and responding<br><br>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words |
| <b>Reading and Writing</b>         | Explore written language through play<br>Recognise some familiar words in written form  |  |   |
| <b>Intercultural understanding</b> | Be aware of the fact that different language are spoken by children in each class across the school<br>Learn about festivals and celebrations   |  |   |
| <b>Knowledge about language</b>    | Investigate and compare simple greetings in different languages   |  |   |

## YEAR 3 MFL (Spanish)

| Subject content                    | Objectives   | Themes and vocabulary  | Country/Influential figure | NC Objectives  |
|------------------------------------|--|--|----------------------------|--|
| <b>Speaking and Listening</b>      | Listen to stories, songs, rhymes and poems for enjoyment<br>Listen for specific words and phrases<br>Ask and answer simple questions in the context of conversations.<br>Identify specific sounds, words, rhymes and letters   | Greetings<br>Numbers 1-10<br>Myself  | Spain<br><br>Picasso       | engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*   |
| <b>Reading and Writing</b>         | Make links between some phonemes, rhymes and spellings<br>Read and understand simple words and phrases<br>Read and pronounce them accurately so that others can understand<br>Write simple words using a model   | Age<br>Family members<br>Languages (nationality)<br>numbers hobbies play-time<br>pets. | Sportsperson               | <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> |
| <b>Intercultural understanding</b> | Learn about the different languages spoken by the children in school, including their scripts and number systems<br>Explore a Spanish speaking country in more depth, including eg culture, traditions, foods, music, art and sport<br>Learn about festivals and celebrations associated with Spanish speaking countries |  |                            | appreciate stories, songs, poems and rhymes in the language  |
| <b>Knowledge about language</b>    | Listen and look for words which are similar and different in other languages; recognise that languages borrow words from other languages   |  |                            |  |

| Subject content                    | Objectives  | Themes and vocabulary   | Country/Influential figure                                     | NC Objectives  |
|------------------------------------|---|---|--|--|
| <b>Speaking and Listening</b>      | Revise and continue with Y3 objectives plus:<br>Learn some simple songs, rhymes or poems<br>Express opinions and respond to those of others<br>Speak in sentences, using familiar vocabulary, phrases and basic language structures<br>Identify specific sounds, words, rhymes and letters<br>Understand and express simple opinions  | Countries<br><br>local area                                   | Columbia<br><br>Botero<br><br>El Dorado – story<br><br>Shakira | describe people, places things and actions orally and in writing<br><br>read carefully and show understanding of words, phrases and simple writing   |
| <b>Reading and Writing</b>         | Revise and continue with Y3 objectives plus:<br>Follow a short text, listening and reading at the same time, and show understanding of the text<br>Recognise patterns in simple sentences<br>Write simple words and phrases using model   | houses<br>rooms<br>furniture<br>home activities<br>body parts | Salsa dancing<br><br>Rumba<br><br>Merengue etc                 | engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*<br><br>speak in sentences, using familiar vocabulary, phrases and basic language structures |
| <b>Intercultural understanding</b> | Learn about the different languages spoken by the children in school, including their scripts and number systems<br>Explore a Spanish speaking country in more depth, including eg culture, traditions, foods, music, art and sport<br>Learn about festivals and celebrations associated with Spanish speaking countries  | facial features<br>descriptions                               |  | develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  |
| <b>Knowledge about language</b>    | Revise and continue with Y3 objectives plus:<br>Notice patterns in language and link it to word classes, structure and vocabulary – e.g. adjectives follow the noun in Spanish<br>Notice patterns across different languages – e.g. mascot – mascot – pet<br>Begin to use simple dictionaries to explore new language<br>Notice that Spanish has feminine and masculine forms – e.g. some words begin with una/la and some words begin with un/el | days of the week  |  | appreciate stories, songs, poems and rhymes in the language  |

| Subject content                    | Objectives  | Themes and vocabulary                   | Country/<br>Influential figure                                       | NC Objectives  |
|------------------------------------|---|---|--|--|
| <b>Speaking and Listening</b>      | Revise and continue with Y3/4 objectives plus:<br>Listen attentively and understand more complex phrases and sentences.<br>Speak in sentences, using familiar vocabulary, phrases and basic language structures.<br>Engage in conversations involving multiple phrases.<br>Ask and answer questions<br>Express opinions and respond to those of others<br>Listen to and respond to stories, songs, rhymes and poems | pets<br>animals<br><br>colours<br>sizes | Mexico/Guatemala<br><br>Frida Kahlo<br>Diego Rivera<br>Damian Ortega | broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary<br>write phrases from memory, and adapt these to create new sentences, to express ideas clearly<br>describe people, places things and actions orally and in writing<br>read carefully and show understanding of words, phrases and simple writing<br>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*<br>speak in sentences, using familiar vocabulary, phrases and basic language structures<br>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases<br>appreciate stories, songs, poems and rhymes in the language |
| <b>Reading and Writing</b>         | Revise and continue with Y3/4 objectives plus:<br>Write simple phrases from memory<br>Write words, phrases and short sentences using a model<br>Read words and phrases carefully and pronounce them accurately so that others can understand<br>Manipulate language by changing an element in a sentence – e.g. Tengo un hermano – tengo dos hermanos   | meals<br>food<br>drink                  | Mariachi bands   |  |
| <b>Intercultural understanding</b> | Revise and continue with Y3/4 objectives plus:<br>Recognise and understand similarities and differences between people and places associated with, for example, different faith traditions and cultural heritages in the wider and global community – e.g. how festivals such as Christmas are celebrated differently around the world, structure of a school day.  | shopping.                               |  |  |
| <b>Knowledge about language</b>    | Revise and continue with Y3/4 objectives plus:<br>Begin to know the gender of some common nouns – e.g. la mesa, el perro<br>Use dictionaries to expand knowledge of vocabulary and to support independent learning of a new language  |   |  |  |

| Subject content                    | Objectives  | Themes and vocabulary  | Country/Influential figure   | NC Objectives  |
|------------------------------------|---|--|--|--|
| <b>Speaking and Listening</b>      | Revise and continue with Y3/4/5 objectives plus:<br>Use spoken language confidently for a range of audiences<br>Understand the main points and simple opinions in a spoken story, song or passage<br>Present information and ideas orally to a range of audiences<br>Develop accuracy in pronunciation and intonation                               | morning routine<br><br>travel<br><br>transport                                 | Cuba<br><br>Buena vista social club and other Cuban music  | present ideas and information orally to a range of audiences<br>understand basic grammar appropriate to the language being studied, including: feminine, masculine 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   |
| <b>Reading and Writing</b>         | Revise and continue with Y3/4/5 objectives plus:<br>Write phrases from memory and adapt these to create new sentences<br>Read and understand the main points and some detail from a short written passage<br>Read short authentic texts for enjoyment<br>Apply knowledge of rules when building sentences – e.g. the adjective comes after the noun | school subjects, classroom items<br><br>opinions<br><br>jobs<br><br>workplaces | Son music<br>Carlos Acosta – ballet dancer<br>Carmen Herrera – artist<br>Fidel Castro<br>Che Guevara | broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary<br>write phrases from memory, and adapt these to create new sentences, to express ideas clearly<br>describe people, places things and actions orally and in writing<br>read carefully and show understanding of words, phrases and simple writing<br>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* |
| <b>Intercultural understanding</b> | Recognise and understand similarities and differences between people and places associated with, for example, different faith traditions and cultural heritages in the wider and global community – e.g. how festivals such as Christmas are celebrated differently around the world, structure of a school day.                                    |  |  | develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrase.  |
| <b>Knowledge about language</b>    | Revise and continue with Y3/4/5 objectives plus:<br>Use knowledge of sentence structure and basic grammar when reading or creating a sentence in a new language   | money<br><br>shopping, numbers<br><br>time                                     |  | appreciate stories, songs, poems and rhymes in the language  |