



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



	AUTUMN TERM	SPRING TERM	SUMMER TERM
Y1	<u>Autumn 1 - Self, Family & Friends</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: • Recognise, respond to and use greetings in Spanish • Ask and answer 3 questions: how you feel, name and where you live • Listen and respond to simple rhymes, stories and songs(O3.1) • Recognise and respond to sound, patterns and words (O3.2) • Count to 20 and match number symbols with the spoken word • Recognise and recall body parts • Say which colours you like • Join in with a new song about the body • Perform simple communicative tasks using single words, phrases and short sentences (O.3.3) • Develop listening and attention skills (O.1) • Listen with sustained concentration (O.2) • Join in with the repetitive elements of a story • Copy language modelled by the teacher (O.4) <u>Autumn 2 – School Life</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: • Recognise, respond to and use greetings in Spanish • Ask and answer 4 questions: how you feel, name, where you live and how old you are • Listen and respond to simple rhymes, stories and songs about toys (O3.1)	<u>Spring 1 – The World Around Us</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: • Recognise, respond to and use greetings in Spanish • Ask and answer 4 questions: how you feel, what you are called, where you live and how old you are • Listen and respond to simple rhymes, stories and songs(O3.1) • Recognise and respond to sound, patterns and words (O3.2) • Count to 20 and recall numbers out of sequence • Name 8 transports and say how you get to school • Join in with the repetitive elements of stories and songs • Perform simple communicative tasks using single words, phrases and short sentences (O.3.3) • Develop listening and attention skills (O.1) • Listen with sustained concentration (O.2) • Copy language modelled by the teacher (O.4) <u>Spring 2 – Animals & Home Environment</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: • Recognise, respond to and use greetings in Spanish • Ask and answer 4 questions: how you feel, what you are called, where you live and how old you are • Recognise and respond to sound, patterns and words (O3.2) • Recognise key vocabulary and join in with repetitive elements • Count to 20 and recall numbers out of sequence	<u>Summer 1 – Leisure</u> (People who help us) CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: • Recognise, respond to and use greetings in Spanish • Ask and answer 4 questions: how you feel, what you are called, where you live and how old you are • Name some places in the town and people who help us • Count to 20 and recall numbers out of sequence • Listen and respond to simple rhymes, stories and songs(O3.1) • Recognise and respond to sound, patterns and words (O3.2) • Join in with the repetitive elements of songs about people and places in town • Perform simple communicative stating which places are in towns in Spain and Britain (O.3.3) • Develop listening and attention skills (O.1) • Listen with sustained concentration (O.2) • Copy language modelled by the teacher (O.4) • Sing songs and recite short finger rhymes (O.5) • Recognise some words for places in the town in the written form (L3.1) • Identify social conventions in Britain and Spanish speaking countries. (IU3.3)



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



	- Recognise and respond to sound, patterns and words (O3.2) - Count to 20 and recall numbers out of sequence - Recognise and recall some toys - Join in with the repetitive elements of Christmas stories and carols - Identify social conventions at home and in other cultures (IU3.3) - Perform simple communicative tasks using single words, phrases and short sentences (O.3.3) - Develop listening and attention skills (O.1) - Listen with sustained concentration (O.2) - Copy language modelled by the teacher (O.4)	- Name some farm animals and say which sounds they make - Listen and respond to simple rhymes, stories and songs(O3.1) - Join in with the repetitive elements of stories and songs - Perform simple communicative tasks using single words, phrases and short sentences (O.3.3) - Develop listening and attention skills (O.1) - Listen with sustained concentration (O.2) - Copy language modelled by the teacher (O.4)	<u>Summer 2 – Summer</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Recognise, respond to and use greetings in Spanish - Ask and answer 4 questions: how you feel, what you are called, where you live and how old you are - Count to 20 and identify numbers out of sequence - Listen and respond to simple sea creature rhymes, stories and songs(O3.1) - Join in with the repetitive elements of songs and stories about sea animals - Listen to sea creature songs and stories with sustained concentration (O.2) - Name some sea creatures and their colours - Recognise and respond to sound, patterns and words (O3.2) - Develop listening and attention skills (O.1) - Copy language modelled by the teacher (O.4) - Recognise some words for sea creatures in the written form (L3.1)
	<u>Key Vocabulary</u> Self, Family & Friends: La cabeza, los hombros, la lengua, las rodillas, los dientes. School Life: Muñeco de nieve, regalo, sombrero, bufanda, Belén, María, José, Niño Jesús.	<u>Key Vocabulary</u> The World Around Us: Semillas, brote, planta, capullo, flor hormiga, paloma, ratón, topo, gato, perro, abeja. Animals & Home Environment: Pato, caballo, oveja, gato, perro, cerdo, vaca, pollito, conejo, pájaro, araña, mosca	<u>Key Vocabulary</u> Leisure: Banco, colegio, oficina de correos, supermercado, parque, hospital, estadio, catedral, cine. Summer: Pez, sardina, pulpito, atún, tiburón, ballena, cangrejo, estrella de mar, caracol, Tortuga, caballo de mar, delfín.
Y2	<u>Autumn 1 - Self, Family & Friends</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: Recognise, respond to and use greetings in Spanish	<u>Spring 1 – The World Around Us</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: Ask and answer 5 questions: how you feel, name, where you live, age and which colours you like	<u>Summer 1 – Leisure (Weather)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will:



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



- Ask and answer 4 questions: how you feel, name, where you live and what you are called
- Listen attentively to the spoken language and show understanding by joining in and responding (P.O.S)
- Speak in sentences, using familiar vocabulary, phrases and basic language structure (P.O.S)
- Sing songs and recite short finger rhymes
- Listen and respond to simple rhymes, stories and songs(O3.1)
- Count to 20 and match number symbols with the spoken word
- Identify odd and even numbers
- Join in with a new song about the family
- Listen with sustained concentration (O.2)
- Join in with the repetitive elements of a story about families
- Listen attentively and understand instructions, everyday classroom language and praise words (O3.4)

Autumn 2 – School Life

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask and answer 4 questions: how you feel, what you are called, where you live and how old you are
- Use negative sentences saying what you are and are not called
- Listen attentively to the spoken language and show understanding by joining in and responding (P.O.S)
- Listen attentively and understand instructions, everyday classroom language and praise words (O3.4)
- Name some clothes and join in with the repetitive elements of a playground song
- Appreciate stories, songs, poems and rhymes in the language (P.O.S 8)
- Speak in sentences, using familiar vocabulary, phrases and basic language structure (P.O.S)
- Count to 20 and identify odd and even numbers

- Use negative sentences saying what you are and are not called
- Listen attentively to the spoken language and show understanding by joining in and responding (P.O.S)
- Identify greetings in Spain and compare them to British greetings.
- Appreciate stories, songs, poems and rhymes in the language(P.O.S)
- Speak in sentences, using familiar vocabulary, phrases and basic language structure (P.O.S)
- Count to 20 and count backwards from 10-0
- Listen with sustained concentration (O.2)
- Recognise key vocabulary and join in with repetitive elements in a story
- Read carefully and show understanding of words, phrases and simple writing(P.O.S)
- Make some links between some phonemes, rhymes and spellings and read aloud familiar words

Spring 2 – Animals & Home Environment

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask and answer some personal questions: how you feel, name, where you live, age, which colours, fruit and food you like
- Use negative sentences saying what you are and are not called
- Listen attentively to the spoken language and show understanding by joining in and responding (P.O.S)
- Appreciate stories, songs, poems and rhymes in the language (P.O.S)
- Speak in sentences, using familiar vocabulary, phrases and basic language structure (P.O.S)
- Recall some fruit and food for a story
- Count to 20 and associate number symbols with the spoken word.
- Respond to some simple arithmetic questions

- Ask and answer some personal questions: how you feel, name, where you live, age, which colours, fruit and food you like
- Use negative sentences saying what you are and are not called
- Listen attentively to the spoken language and show understanding by joining in and responding (P.O.S)
- Appreciate stories, songs, poems and rhymes in the language (P.O.S)
- Speak in sentences, using familiar vocabulary, phrases and basic language structure (P.O.S)
- Identify different types of weather and sing a weather song
- Count to 20 and associate number symbols with the spoken word.
- Respond to some simple arithmetic questions and count in odd and even numbers
- Listen with sustained concentration (O.2)
- Recognise key vocabulary and join in with repetitive elements in a story about weather
- Read carefully and show understanding of words, phrases and simple writing in a weather story (P.O.S)
- Recognise some weather phrases in the written form (L3.1)
- Make some links between some phonemes, rhymes and spellings and read aloud familiar words (L3.2)

Summer 2 – Summer

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask and answer some personal questions: how you feel, name, where you live, age, which colours, fruit and food you like
- Use negative sentences saying what you are and are not called



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



	- Listen with sustained concentration (O.2) - Sing a Spanish Christmas Carol	- Listen with sustained concentration (O.2) - Recognise key vocabulary and join in with repetitive elements in a story - Read carefully and show understanding of words, phrases and simple writing (P.O.S) - Make some links between some phonemes, rhymes and spellings and read aloud familiar words - Language and Structures: - Hola, adiós hasta luego, gracias Buenos días/ buenas tardes ¿Qué tal? / Excelente, muy bien/así así/ mal/fatal/enojado ¿Cómo te llamas? Me llamo / no me llamo ... ¿Dónde vives? Vivo en... ¿Cuántos años tienes? Tengo ... años - Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte - Más, menos, son ... ¿Qué colour / fruta/ comida te gusta? Me gusta / no me gusta ... - Blanco, rojo, verde, azul, amarillo, negro, marrón, naranja, rosa, violeta - Manzana, pera, ciruela, fresa, naranja, sandía - Helado, salchicha, queso, piruleta, tarta de chocolate, tarta de fruta, salchichón, pepinillo, magdalena, oruga.	- Listen attentively to the spoken language and show understanding by joining in and responding (P.O.S) - Explore the patterns and sounds of language through mini beast songs and weather rhymes and link the spelling sound and meaning of some mini beast words (P.O.S) - Speak in sentences, using familiar vocabulary, phrases and basic language structure (P.O.S.2) - Count to 20 and identify numbers out of sequence. - Listen with sustained concentration (O.2) - Read the lyrics to a mini beast song carefully and show understanding of words, phrases and simple writing (P.O.S) - Recognise some mini beast words in the written form (L3.1) - Make some links between some phonemes, rhymes and spellings and read aloud some mini beast words (L3.2)
	<u>Key Vocabulary</u> Self, Family & Friends: Mamá, Papá, abuelo, abuela, hermano, hermana, bebé. Tengo ... hermano(s) y hermana(s) School Life: Qué lleva? sombrero, corbata, saco, camisa, pantalones, falda, chaleco, zapatos Jesús en Pesebre Christmas Carol: pesebre, cuna, heno, niño, astros.	<u>Key Vocabulary</u> The World Around Us: Luna, sol, tierra, estrella, astronauta, despegue, calor, frío, extraterrestre planeta, nave espacial Qué color te gusta? Me gusta ... Animals & Home Environment: Manzana, pera, ciruela, fresa, naranja, sandía Helado, salchicha, queso, piruleta, tarta de chocolate, tarta de fruta, salchichón, pepinillo, magdalena, oruga.	<u>Key Vocabulary</u> Leisure: Más, menos, son, par, impar ... Qué color / fruta te gusta? Me gusta / no me gusta ... Qué tiempo hace? Hace frío, hace sol, hace calor, hace viento, Está lloviendo, está nublado, está nevando Summer: Qué color / fruta te gusta? Me gusta / no me gusta ... Qué tiempo hace? Hace frío, hace sol, hace calor, hace viento, Está lloviendo, está nublado, está nevando, hay tormenta.
Y3	<u>Autumn 1 - Self, Family & Friends</u> <u>(Colours/ Body)</u>	<u>Spring 1 – The World Around Us (Birthdays)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will:	<u>Summer 1 – Leisure (Sports & Opinions)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will:



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Produce basic greetings [POS1/4]
- Ask and answer questions: name, feelings, where you live, age, what colour [POS3]
- Produce 1-10 in and out of order and match to digit [POS1/4/9]
- Say how many there are of something [POS4]
- Produce 6 colours [POS1/4/9]
- Produce 8 body parts [POS1/4/9]
- Read, show understanding and match body words to images independently [POS7/8]
- Write and say body words using a model [POS10]
- Write body words [and articles] from memory with understandable accuracy [POS11]
- Perform a body song [POS6]
- Recognise word classes and masc/fem articles [POS12]
- Recognise, 'j,' silent 'h' phonemes [POS7]

Autumn 2 – School Life (Classroom objects)

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask and answer questions: name, others' names, feelings, where you live, age, colour [POS3]
- Produce 1-20 in and out of order [POS1/4/9]
- Produce number bonds to 20 [POS1/4]
- Recall 8 body parts (Y3 Aut 1) [POS 4/9]
- Recall 11 colours (Y3 Aut 1)[POS 4/9]
- Read and show understanding of 11 written colours [POS8]
- Respond correctly to instructions [POS1]
- Produce classroom objects [POS1/4]
- Read and show understanding of classroom objects [POS8]

- Read, ask and answer questions: name, others' names, feelings, where you live, age, what colour, birthday [POS3]
- Respond to instructions (Y3 Aut2) [POS1]
- Recall 1-20 independently (Y3 Aut2) [POS4]
- Produce 21-31 in order [POS1/4/9]
- Recognise odd/even numbers to 31 [POS1]
- Read and show understanding of written 1-10 [POS8]
- Produce days and months [POS1/4]
- Rehearse and say own birthday [POS5]
- Read and show understanding of days/ months [POS8]
- Write birthdays using a word bank/ from memory [POS10/11]
- Perform days/ months/ birthday songs [POS2/6]
- Recognise, 'ie' and 'j' phonemes and pronounce accurately when modelled [POS7]

Spring 2 – Animals & Home Environment (Animal descriptions)

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask and answer questions: name, others' names, feelings, where you live, age, birthday, pets, what colour is/ now many ...?[POS3]
- Read and show understanding of familiar, written questions [POS8]
- Recall colours independently (Y3 Aut1/2) [POS4]
- Produce 1-39 in order [POS1/4]
- Say the animal you have [POS4]
- Describe a pet/ animal [colour, size, personality] [POS4]
- Read and recognise animal descriptions [POS8]
- Join in with an animal themed song/ story [POS6]
- Recognise 'll', 'ie', 'rr', 'ñ' phonemes [POS7]
- Copywrite questions by reordering words [POS10]
- Recognise word classes and adjectival position and agreement [POS12]

- Ask and answer questions: name, others' names, feelings, where you live, age, birthday, pets, colour [POS3]
- Use strategies to memorise opinion/sport/ number vocabulary [POS9]
- Produce numbers 1-39 (Y3 Spring 2) in and out of order and backwards [POS1/4]
- Express opinions about sports [POS4/5]
- Read and recognise sport/ opinion phrases in written form [POS8]
- Write sport/ opinion phrases from memory [POS10/11]
- Practise and perform a song [POS2/6]
- Recognise 'ce' 'ci' phoneme [POS7]
- Recognise connectives and variants of definite article [POS12]

Summer 2 – Summer (Handa's Surprise)

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask and answer questions: name, others' names, feelings, where you live, age, birthday, pets, what colour is/sport/ animal/ fruit you like...? [POS3]
- Use strategies to memorise fruit/ animal/ number vocabulary [POS9]
- Produce 1-39 in order, backwards (Y3 Spring 2/ Summer 1) and in calculations [POS1/4]
- Produce exotic fruit nouns [POS4/5]
- Produce wild animal nouns [POS4/5]
- Describe colour (Y3 Aut1/2) of fruit/ wild animals [POS4]
- Read and recognise fruit/ animal nouns [POS8]
- Write animal and fruit/ opinion sentences using a language scaffold (Y3 Sum 1) [POS10]
- Write animal and fruit/ opinion sentences from memory (Y3 Sum 1) [POS11]



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



	- Write classroom objects from memory [missing vowels] [POS11] - Perform a class objects song, recognising sounds and rhymes [POS2/6] - Recognise 'll', 'z' phoneme [POS7] Compare Spanish Christmas to British		- Join in with a story/act out a story and show understanding of words [POS2/6] - Revise ce, ñ, j, v, z phonemes [POS7] - Recall the correct definite articles for fruit and animals. Use connectives.[POS12]
	<u>Key Vocabulary</u> Self, Family & Friends (Colours/ Body) La cabeza, los hombros, las rodillas, los pies Los ojos, las orejas, la boca, la nariz. Cuando es tu cumpleaños? Mi cumpleaños es el.... De qué color es? Rojo, azul, amarillo, verde, naranja. School Life (Classroom objects): Una mesa / silla / regla / goma / pizarra / mochila/ papelera Unas tijeras Un estuche / un lápiz /un bolígrafo / un libro / un ordenador / un sacapuntas / un cuaderno/ pegamento	<u>Key Vocabulary</u> The World Around Us (Birthdays): Lunes, martes, miércoles, jueves, viernes, sábado, domingo Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre. Animals & Home Environment (Animal descriptions): Grande, mediano/a, pequeño/a, gruñón/a, espantoso/a, perfecto/a, travieso/a, feroz, saltón/a • Tengo un perro marrón y travieso	<u>Key Vocabulary</u> Leisure (Sports & Opinions) El fútbol, rugby, bádminton, golf, esquí, hockey, judo, atletismo, tenis, tenis de mesa • El ciclismo, baloncesto, baile, billar, patinaje • La hípica/equitación, la natación, la gimnasia. Summer (Handa's Surprise) El plátano, mango, aguacate, parcha, piña, mandarina, naranja, guayaba, La jirafa, cabra, cebra, antílope, avestruz, loro, elefante,mono
Y4	<u>Autumn 1 - Self, Family & Friends (Descriptions)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Ask and answer personal questions [POS3] - Name colours from memory (Y3 Autumn 1 + 2) [POS4] - Name body parts from memory (Y3 Autumn 2) [POS4] - Ask for and state eye colour [POS4] - Listen and show understanding of sentences describing eye colour [POS1] - Ask about and describe hair [POS4] - Read and show understanding of sentences describing hair [POS8] - Show understanding of word order. [POS12] - Show understanding of agreement of adjectives. [POS12]	<u>Spring 1 – The World Around Us (Weather/ Seasons)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Ask and answer questions on a range of topics [POS3] - Make a positive sentence negative. [POS12] - Repeat, recognise and produce weather conditions [POS1/2/5/10] - Join in with an action song about the weather, months or numbers [POS6] - Listen and show understanding of sentences about the weather [POS1/2] - Read aloud and pronounce weather phrases accurately [POS7]	<u>Summer 1 – Leisure (Sports)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Ask and answer some personal questions: how you feel, name, where you live, age, which colours, fruit and food you like - Use negative sentences saying what you are and are not called - Listen attentively to the spoken language and show understanding by joining in and responding (P.O.S) - Explore the patterns and sounds of language through mini beast songs and weather rhymes and link the spelling sound and meaning of some mini beast words (P.O.S)



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



- Produce sentences orally about eyes and hair (with support) [POS5, POS10]
- Copy sentences accurately containing familiar words [POS10]
- Produce written sentences about eyes and hair [POS10, POS11]
- Ask and say how many brothers and sisters you have (from memory) [POS3]
- Listen/read and show understanding of sentences about brothers and sisters [POS8]
- Copy sentences accurately about brothers and sisters [POS10]
- Use verbs (1st, 2nd and 3rd person singular) in the present tense (tener) [POS12]
- Use numbers 1 – 39 (Y3 Spring 2, Summer 1/2) (all calculations) [POS4]
- Recognise and produce the phonemes – 'rr', 'ñ', 'z', 'v' [POS7]

Autumn 2 – School Life (School subjects/ Opinions)

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask and answer personal questions [POS3]
- Repeat, recognise and produce school subjects [POS1]
- Recognise the difference in gender of school subjects [POS12]
- Read aloud and pronounce words for school subjects correctly [POS2]
- Read and show understanding of written words for school subjects [POS8]
- Use genders for school subjects correctly [POS12]
- Ask and state which subjects you study at school [POS4]
- Ask for and state favourite subject (colour, animal, sport or fruit) [POS3/4/5]
- Name simple opinions from memory. (Y3 Summer 1) POS4/5

- Read silently and show understanding of weather phrases [POS8/9]
- Copy weather phrases accurately [POS10]
- Name months of the year from memory (Y3 Spring 1) [POS5]
- Repeat and recognise words for the seasons [POS1]
- Say what the weather is like in different months/seasons [POS4/10/12]
- Use en/au correctly in sentences
- Produce written sentences describing the weather in each month of the year/season (with support/independently) [POS10/11]
- Listen and show understanding of familiar words in a story [POS6]
- Read familiar words aloud in a story [POS6]
- Use the gender of nouns correctly [POS12]
- Use verbs (1st, 2nd and 3rd person singular) in the present tense (hacer, haber) [and present continuous – está + weather] [POS12]
- Make a positive sentence negative (no hace, no está, no hay) [POS12]
- Repeat, recognise and produce multiples of 10 to 60 [POS1/5/10]
- Recognise and produce the phonemes: 'h', 'ay', 'ie', 'ce' [POS7]

Spring 2 – Animals & Home Environment (Habitats)

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask and answer questions on a range of topics. [POS3]
- Make positive sentences negative. [POS12]
- Recall domestic, zoo and wild animals. [POS4/5. (Y3 Spring 2/Summer 2)]

- Speak in sentences, using familiar vocabulary, phrases and basic language structure (P.O.S.2)
- Count to 20 and identify numbers out of sequence.
- Listen with sustained concentration (O.2)
- Read the lyrics to a mini beast song carefully and show understanding of words, phrases and simple writing (P.O.S)
- Recognise some mini beast words in the written form (L3.1)
- Make some links between some phonemes, rhymes and spellings and read aloud some mini beast words (L3.2)

Summer 2 – Summer

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask and answer questions on a range of topics [POS3]
- Recall fruits [POS5] (Year 3 Summer 2)
- Repeat, recognise and produce drink items for a picnic [POS1/4/7]
- Repeat, recognise and produce sandwich fillings and snacks [POS1/4/7/8]
- Repeat, recognise and produce ice cream flavours [POS1/4/7/8]
- Show understanding of word order, make nouns plural [POS12]
- Listen and recognise the price of picnic items [POS1]
- Copy words for food and drink items accurately [POS10/11]
- Ask and say how much an item costs in euros [POS3/4]
- Ask for an item of picnic food or drink in a shop [POS3]
- Write items of picnic food and drink from memory [POS10/11]
- Use reference material to find food and drink items [POS11]



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



- Ask for and express opinions about school subjects (colours - Y3 Autumn 1 + 2, animals – Y3 Spring 2 + Summer 2, sports- Y3 Summer 1 and fruits- Y3 Summer 2) [POS4] - Produce sentences giving simple opinions about school subjects [POS4/5] - Produce written sentences giving opinions about school subjects [POS4/5/10/11] - Use verbs (1st, 2nd and 3rd person singular – odiar, ser, estudiar, 3rd person plural – gustar, encantar) in the present tense [POS12] - Repeat, recognise and produce the letter sounds of the Spanish alphabet [POS1/7] - Ask for and state the time (on the hour) [POS4/6] - Ask for and state the time (half past) [POS4] - Read aloud and pronounce words for numbers 1 -20 correctly. [POS7] - Read and show understanding of written words for numbers 1 -20. [POS8] - Recognise and produce the phonemes 'ge', 'gi', 'ci', 'ce'	- Repeat, recognise and produce words for animals and habitats. [POS1/5/7/9] - Join in with an action song (Una Sardina/Old McDonald/Old lady who swallowed a fly). [POS2/6] - Read aloud and pronounce words for animals/habitats correctly. [POS7] - Read silently and show understanding of words for animals/habitats. [POS8] - Listen or read and show understanding of sentences about where different animals live. [POS1/4/8] - Produce spoken and written sentences about where animals live (with support/independently). [POS4/5/10/11] - Recall colours and other adjectives used to describe animals. [POS4/5]. (Y3 Autumn 1/2, Spring 2) - Produce spoken and written sentences describing animals and where they live (with support/independently). [POS4/5/10] - Recognise and use gender of nouns correctly (indefinite-definite articles), - Use verbs (1st, 2nd and 3rd person singular) in the present tense (vivir). [POS12] - Use numbers 1 – 69 – count forwards, backwards, add and subtract). [POS5] - Recall and produce the phonemes: 'll' 'j' 'rr' 'ñ' 'v' 'ce'. [POS2/7]	- Join in with an action song asking for items of picnic food and drink [POS2] - Use verbs (1st, 2nd and 3rd person singular) in the present tense (Querer) [POS12] - Divide one number by another 1 – 69 [POS4] - Double and halve numbers 1 – 69 [POS4] - Recognise and produce numbers in the 5x table [POS4] - Recognise and produce the phonemes: j, ll, z, h [POS7]
<u>Key Vocabulary</u> Self, Family & Friends (Descriptions): De qué color tienes los ojos? Tengo los ojos ... verdes, marrones, azules, grises, negros, castaños • Cómo tienes el pelo? Tengo el pelo ...negro, castaño, rubio. Soy pelirrojo/a Tengo el pelo largo, media melena, corto, ondulado, liso, rizado School Life (School subjects/ Opinions) El español, el inglés, el dibujo, La geografía, la religión, la informática, la música, la historia, la educación física, la plástica • Las matemáticas, las ciencias	<u>Key Vocabulary</u> The World Around Us (Weather/ Seasons): Qué tiempo hace? • Hace ... frío, calor, viento, sol, mal tiempo, buen tiempo • Está ...lloviendo, nevando, nublado • Lluve, nieva Animals & Home Environment (Habitats): Un/el pulpo, el delfín, el tiburón, el cangrejo. Una/ la (sardina), ballena, estrella de mar. Un/el ... caballo, cerdo, conejo, ratón, pájaro. Una/la ... oveja, vaca, araña, mosca. El mar, la sabana, la selva, la granja, la casa	<u>Key Vocabulary</u> Leisure (Sports) Me gusta, me encanta, no me gusta, odio el/ la • Por qué? ... porque es fácil, difícil, interesante, aburrido, divertido, peligroso • Qué deporte practicas/juegas? Yo juego a / al. Yo practico el / la Summer: Un zumo de naranja, un zumo de manzana, una limonada, una coca-cola, un agua mineral, leche Un batido de fresa, plátano, vainilla, chocolate, Un bocadillo de queso, jamón, pescado, atún, pollo, mermelada. Galletas, patatas fritas Un helado de - vainilla, fresa, menta, limón, chocolate, café.



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



Y5	<u>Autumn 1 - Self, Family & Friends (Illness/ Family)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Read, ask and answer questions in first and third person [POS3/8/12] - Use context and prior knowledge to determine the meaning of words [POS9] - Produce parts of the body [POS1/4] (Y3/ 4 Aut 1) - Produce family members and descriptions [POS1/4] (Y4 Aut 1) - Recognise the different articles for nouns and when to use them [el, la, los, las] [POS12] (Y3/4) - Follow the text of a familiar song, identifying the meaning of words [POS2] - Show understanding of and recognise the difference between me duele(n) AND no me duele(n) and le duele(n) [POS12] - Produce sentences about pain in parts of the body [POS1/4] (Y3/4 Aut 1) - Read and show understanding of complex sentences which include family/ body vocabulary [POS8] (Y3/4 Aut 1) - Write longer sentences, using familiar family/ body vocabulary, using a language scaffold [POS10] (Y4 Aut 1) - Write longer sentences from memory with understandable accuracy [POS11] - Recognise and produce the phonemes – 'ue' and silent 'h' [POS7] - Use numbers 1-60, all calculations [POS4] (Y4 Spring and Summer)	<u>Spring 1 – The World Around Us (Transport)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Ask and answer more complex familiar questions with a scaffold of responses [POS3] - Use context and prior knowledge to determine meaning of words [POS9] - Start to predict the pronunciation of unfamiliar transport nouns using knowledge of phonemes [POS7] - Show understanding of spoken complex sentences about transport and reasons [POS1] - Say longer sentences in first and third person [singular and plural] in the positive and negative to answer to transport question, using a scaffold of responses [POS3/4/5/12] - Read and show understanding of written complex transport and reasons sentences and related answers [POS8] - Write longer transport and reasons sentences using a language scaffold [POS10] - Write longer transport and reasons sentences from memory with understandable accuracy [POS11] - Recognise the phoneme, 'o' [POS7] - Predict the pronunciation of unfamiliar words using the phoneme 'o' [POS7] - Use correct preposition before transport nouns. Use the negative form [POS12] - Produce multiples of ten (Y4/5), to 100 independently in and out of order [POS4]	<u>Summer 1 – Leisure (Hobbies and Reasons)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Show understanding of spoken complex sentences about family/ opinions/ hobbies/reasons (Y4 Sum 1/ Y5 Aut 1) [POS1] - Ask and answer more complex, familiar questions with a scaffold of responses [POS3] - Say more complex answers to the questions, '¿Qué haces en tu tiempo libre/ qué hace tu padre...etc ?' using a scaffold of responses [POS3/4/5] - Recognise the phonemes, 'ó, ú, qu, é, ie' and recall others previously learnt in Y5 [POS7] - Predict the pronunciation of cognate musical instruments/ reasons using knowledge of phonemes [POS7] - Read and show understanding of complex sentences about family/ opinions/ hobbies/ reasons (Y4 Sum 1/ Y5 Aut 1) [POS8] - Use context and prior knowledge to determine meaning of words [POS9] - Write longer family/ opinion/ hobby/ reason sentences using a language scaffold (Y4 Sum 1/ Y5 Aut 1) [POS10] - Write longer family/ opinion/ hobby/ reason sentences from memory with understandable accuracy (Y4 Sum 1/ Y5 Aut 1) [POS11] - Use correct possessive pronoun, preposition+ article combination. Say sentences in first/ third person and in the negative (Y4/5). Use of 'a' before a person with gustar. [POS12] - Count 1-100 independently, in order (Y5 Spring 2) [POS4]



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



Autumn 2 – School Life (Clothes and Seasons)

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask/ answer/ read more questions including the time (Y4 Aut 2) and clothing worn in first and third person [POS3/8/12]
- Use context and prior knowledge to determine meaning of words [POS9]
- Recall colours (Y3 Aut 1/2) [POS4]
- Produce complex sentences involving seasons (Y4 Spring 1)/colours (Y3 Aut 1/2)/ clothing using a language scaffold [POS1/4]
- Recall the word order and agreement of colour adjectives (Y3 Spring 2/ Y4 Aut 1) [POS12]
- Use the correct form of the third person singular and plural of 'ser' and 'llevar' [POS12]
- Use a language scaffold to present spoken information and descriptions about seasons/time/ colours(Y3/4)/ clothing, based on a photo or image [POS5]
- Read and show understanding of colour agreement and clothing items in complex sentences [POS8]
- Read and pronounce words correctly, using prediction based on previous knowledge [POS9]
- Recall the phonemes, 'll / ca / ce / cu' [POS7]
- Follow the text of a story and begin to read aloud [POS6]
- Write season/ time/ colour(Y3/4)/ clothing descriptions using a language scaffold [POS10]
- Write season/ time/ colour(Y3/4)/ clothing descriptions from memory [POS11]
- Recall 1-69 in and out of order (Y4 Spring/ Summer). Count in 2s/ 5s/ 10s [POS4]

Spring 2 – Animals & Home Environment (Rooms/ furniture/ prepositions)

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask/ answer more complex familiar questions using a scaffold of responses [POS3]
- Read and show understanding of written questions and answers [POS8]
- Write questions using a scaffold [POS10]
- Use context and prior knowledge to predict meaning and pronunciation of unfamiliar words [POS9/7]
- Create, rehearse and present complex sentences about rooms/ bedroom items/ prepositions (Y4 Spring 2) using a scaffold [POS4/5]
- Listen and show understanding of complex sentences about rooms/ bedroom items/ prepositions (Y4 Spring 2) [POS1]
- Read and show understanding of complex sentences about rooms/ bedroom items/ prepositions (Y4 Spring 2) [POS8]
- Write and say longer sentences about rooms/ bedroom items using a scaffold [POS10]
- Write and say longer sentences about rooms/ bedroom items from memory [POS11]
- Recognise and produce the phonemes 'co' 'j' and all previous phonemes [POS7]
- Read and show understanding of multiples of ten to 100 (Y5 Spring 1) [POS8]
- Write multiples of 10 to 100 with a scaffold or from memory (Y5 Spring 1) [POS10/11]
- Recall 1-100 in and out of order [POS4]
- Follow the simple text of a story [POS6]
- Use first and second person singular possessive pronouns (Y5 Aut 1). Correctly combine preposition endings with following article [POS12]

Summer 2 – Summer (Countries and Nationalities)

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Ask/ answer more complex familiar questions with a scaffold of responses [POS3]
- Read and show understanding of written questions and answers [POS8]
- Write questions using a scaffold/ independently [POS10/ 11]
- Use context and prior knowledge to predict meaning and pronunciation of unfamiliar words [POS9/7]
- Listen and show understanding of complex sentences about countries/ nationalities/ weather (Y4 Spring 1) [POS1]
- Create, rehearse and present complex sentences about countries/ nationalities/ weather (Y4 Spring 1) with a language scaffold [POS4/5]
- Read and show understanding of complex sentences [countries/ nationalities/ weather (Y4 Spring 1)] [POS8]
- Write and say longer sentences about countries/ nationalities/ weather (Y4 Spring 1) using a scaffold [POS10]
- Write and say longer sentences about countries/ nationalities/ weather (Y4 Spring 1) from memory [POS11]
- Follow the simple text of a story [POS6]
- Recognise and produce the phonemes 'ce', 'ñ', 'rr' 'v' and 'z' and all previous Y5 phonemes [POS7]
- Use the correct form of the third person singular; use the [correct] definite article/ preposition before countries [POS12]
- Recall 1-100 in and out of order (Y5 Spring 2, Sum1) [POS4]



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



	<u>Key Vocabulary</u> Self, Family & Friends (Illness/ Family) La cara / el estómago / la espalda / las piernas / la mano / el brazo / el dedo / los dientes / la garganta / mi madre / mi padre / mi hermano / mi hermana / mi abuelo / mi abuela / mi tío / mi tía / mis primos / yo Me duele la/el/los/las... School Life (Clothes and Seasons) Una camiseta / una falda / una chaqueta/ una bufanda / un vestido / un abrigo / un jersey / un gorro • unas zapatillas de deporte/ unas botas/ unas sandalias • unos pantalones [cortos] / unos zapatos/ unos guantes • en la primavera, en el verano, en el otoño, en el invierno Llevo puesto un/una/unos/unas...	<u>Key Vocabulary</u> The World Around Us (Transport) A pie/ a caballo; en barco/ en autobús/ en taxi/ en moto/ en bici/ en avión/ en metro / en coche / en helicóptero / en autocar/ en tren • Cómo vas al colegio? Cómo va él/ ella al colegio? • Voy... no voy... • Él/ella va... él/ ella no va ...Ellos/ ellas van... ellos/ ellas no van.... • Por qué vas al colegio a/en...? • Porque es... rápido/ lento / limpio/ sucio/ práctico/ caro/ barato/ cómodo/ incómodo/ bueno para el medioambiente/ malo para el medioambiente Animals & Home Environment (Rooms/ furniture/ prepositions) Un salón/ comedor/cuarto de baño/ dormitorio/estudio • una cocina • Qué hay en tu dormitorio? • En mi dormitorio hay... una cama, una alfombra, un escritorio, un televisor [tele], un poster, una lámpara, una silla, una cómoda	<u>Key Vocabulary</u> Leisure (Hobbies and Reasons) Qué haces en tu tiempo libre? Juego con el ordenador, con mis amigos, a las cartas, a los videojuegos, veo la tele, escucho música, leo un libro, navego por internet, hablo/charlo con mis amigos. Toco el piano/ el saxofón/el violín/ la flauta/ la guitarra [eléctrica]/ la batería/ la trompeta. Summer (Countries and Nationalities) De qué país eres/es? Gales/ Portugal / Inglaterra / Irlanda/ Escocia/ España/ Italia/ Alemania/ Francia/ Grecia/ Bélgica/ Suiza/ Inglaterra - Cuál es tu/ su nacionalidad? Soy/ es...inglés[a], irlandés[a], escocés[a], francés[a], portugués[a], español[a], galés[a], italiano[a], alemán[a], griego[a], belga, suizo[a]
Y6	<u>Autumn 1 - Self, Family & Friends (Family/ Jobs)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Ask and answer several personal questions using first 3 parts of verbs and recognise them in their written form [POS3/8] - Use first person of verb 'to have' to talk about family,(Y5 autumn 1 and summer 1) feelings and illness (Y5 Autumn 1)[POS12]	<u>Spring 1 – The World Around Us (Town/ directions)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Read, ask and answer questions [POS3] - Use third person to give some information about others [POS12] - Talk in complex sentences about where you or someone else lives. [POS4]	<u>Summer 1 & Summer 2 – Summer (Café)</u> CORE LEARNING (SKILLS & KNOWLEDGE) By the end of this unit, children will: - Ask and answer personal questions and express opinions [POS3] - Read and write personal questions and create own questions by manipulating verbs and question words [POS11] - Use the first three parts of the verbs 'ser, estar and tener' POS12



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



- Produce names of family (Y5) and jobs orally and in writing including definite and possessive pronoun [POS2/12]
- Use a dictionary to extend vocabulary of jobs [POS9]
- Listen to and translate into English sentences about jobs [POS1]
- Speak in sentences about families and jobs using first three parts of the verb 'to be' [POS4/12]
- Write sentences/a paragraph about family and the jobs they do [POS10]
- Recall body parts in sentences about pain (Yr3/4/5 Autumn 1) [POS3/POS4]
- Take part in a role play in the doctor's surgery-manipulating language to create different dialogues [POS3/POS4]
- Write a role play in the doctor's surgery-manipulating language to create different dialogues [POS11]
- Recognise and produce the phonemes – co, ca, ci, ue [POS7]
- Recall 1-100 in random order and match to digit [POS4]

Autumn 2 – School Life (School routine/ Time)

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Talk at length about oneself [POS4/5]
- Listen to and show understanding of a paragraph containing personal information in 1st person [POS1]
- Write a paragraph about oneself. [POS10]
- Recognise and say the time (Y4 autumn 2) [all points] [POS1/4]
- Produce sentences about likes and preferences of school subjects (Y4 autumn 2) [POS4]

- Recall rooms of the house and say what rooms there are in your house (Y5 spring 2) [POS4]
- Recognise the written words for places in a town/ directions/ prepositions
- Spell places in a town/ directions/ prepositions from memory [POS2]
- Write a series of sentences about what there is to do in one's city. [POS9/10]
- Predict the pronunciation of unfamiliar language [POS7]
- Give directions using a range of phrases and sentences [PO4/5]
- Listen and show understanding of someone else giving directions [POS1]
- Recognise written sentences containing prepositions and directions. POS8
- Write sentences about where things are in relation to others, using prepositions. [POS10/11]
- Recognise phonemes 'v, ñ, z, qu, ci, ce,' stress accents. [POS7]
- Numeracy: Recognise and produce numbers to 1,000,000 orally and in written word. [POS11]

Spring 2 – Animals & Home Environment (Haunted Castle Story)

CORE LEARNING (SKILLS & KNOWLEDGE)

By the end of this unit, children will:

- Read, ask and answer questions [POS3]
- Recall jobs (Y6 autumn 1), family members (Y5 autumn 1/ summer 1), rooms in the house and prepositions (Y5 spring 2, Y6 spring 1). [POS1/2/4/7]
- Follow a story, joining in with key phrases [POS2/6/7]
- Decipher meaning from longer sentences/paragraphs using clues/cognates and dictionaries [POS7/ 8]
- Recognise and produce ci, j and ll phonemes and use the knowledge to predict pronunciation of unknown words [POS7]
- Listen and show understanding of complex sentences. [POS1]
- Say a sentence about a character in the story [POS4]

- Speak in a paragraph about oneself and a third person [POS4/ 12]
- Identify patterns of language and link sounds to spelling [POS2]
- Use a bi-lingual dictionary to find the meaning of words and understand their meaning in a café context [POS9]
- Recognise and produce the names of food and drink (Y4, summer 2) [POS1]
- Recognise and use the new verbs 'to eat' and 'to drink' in the first three pronouns and with the negative [POS4/12]
- Use adverbs in sentences about eating habits [POS4/12]
- Write words for food and drink from memory drawing on knowledge of phonemes [POS11/7]
- Read and show understanding of a series of complex sentences using familiar café language [POS8]
- Take part in a café role play expressing opinions [POS3/5]
- Ask for clarification of items on a menu. [POS5]
- Write a café role play substituting words and using dictionaries [POS10]
- Recognise and say prices in euros and manipulate numbers up to 100 [POS4]



St. Cuthbert's Catholic Primary School

MFL: Long Term Overview



	• Analogue time (Y4/5 autumn 2) –including minutes to and past IPOS4] • Produce sentences orally describing school routine with times IPOS4] • Recognise school routines and times in written word [POS8] • Use a dictionary to find the meaning of unknown language. [POS9] • Write sentences about school routines and times. [POS11] • Recognise and produce orally phonemes, 'ci, cu, h, qu, e, ei, ie, v, ll, gi ' • [POS2/7] • Use verbs [including reflexive] correctly in the first person singular and the negative [POS12] • Recognise 1-100 in written words POS8	• Produce verbally some complex sentences about a character, expressing opinions and ideas about who the murderer might be. [POS5] • Write a character description in third person using a dictionary if necessary. [POS9/10] • Write a sentence about a character from the story from memory. [POS11] • Recognise the difference in both spelling and sound, between masculine and feminine endings. [POS2/12] • Recognise and produce numbers to 10,000 [POS1/4]	
	<u>Key Vocabulary</u> Self, Family & Friends (Family/ Jobs) Un enfermero/una enfermera, un cocinero/una cocinera, un peluquero/una peluquera, un profesor/una profesora, un/una policía, un/una electricista, un bombero/una bombera un mecánico/una mecánica. En qué trabaja tu padre/ madre ? School Life (School routine/ Time) Por la mañana: me levanto, me ducho, me visto, desayuno, me lavo los dientes, voy al colegio, como. • Por la tarde/noche: regreso a casa, veo la tele, hago los deberes, ceno con mi familia, me lavo los dientes, voy a la cama	<u>Key Vocabulary</u> The World Around Us (Town/ directions) Qué hay en la ciudad? En ... [no] hay un /una ... • El/un cine, el/un parque, el/un estadio de fútbol, el/un supermercado, el/un mercado, • el/un centro comercial, el/un banco, el/un polideportivo • la/una tienda, la/una catedral, la/una estación de tren, la/una piscina, la/una playa. Dónde está el /la ...?' a la derecha, a la izquierda, todo recto, gire a la derecha, gire a la izquierda, siga todo recto, está a la derecha/ a la izquierda Animals & Home Environment (Haunted Castle Story) La hija, el hijo • El padre, la madre • El primo, la prima • El tío, la tía • El sobrino, la sobrina Diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien, dos cientos, mil, dos mil...	<u>Key Vocabulary</u> Summer (Café) Un refresco, un chocolate caliente, un té, un café, una horchata, una hamburguesa, una pizza, un yogur, una ensalada, (el) pollo, (el) jamón, (el) queso, (unas) patatas fritas. El desayuno, el almuerzo, la cena .Nunca, a veces, normalmente, siempre, eg: A veces bebo zumo de naranja y leche • Normalmente bebo... / como Cuánto es? Un euro, un euro, veinte (1€20)