

MFL SKILLS PROGRESSION- Expected Outcomes

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This document aims to give guidance on the progression of MFL knowledge and skills across the year groups.
It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).
Through interactive learning opportunities, children will be able to make connections and reflect on prior knowledge enabling them to develop confidence in another language.

In MFL, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In MFL, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the MFL learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their language experiences in school:

Teaching Components MFL	Step 1 'Big Picture' - setting the scene for the language learning that is about to take place within the chronology of the pupils MFL learning to date.	Possible pedagogical approaches used in MFL	Behaviourism	Direct teacher instruction; modelling and demonstration, rote learning, and choral repetition.
	Step 2 Review most recent learning in French or Spanish.		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Step 3 Reading key French or Spanish vocabulary and applying phonics when relevant.		Constructivism	Inquiry-based learning
	Step 4 Using Oracy (using spoken language).		Liberationism	Pupil-led learning; opportunities
	Step 5 Applying Literacy – writing in French or Spanish and applying grammar.		Learning, working and talking as a linguist	Introduction to the key vocabulary relating to the MFL so that all children can express their views, opinions, likes, dislikes and emotions confidently.
Ongoing throughout - Developing Intercultural Understanding, comparing with their culture to find similarities and contrasts.				

Skills Progression

NC Strands	Year 3 FRENCH	Year 4 FRENCH	Year 5 SPANISH	Year 6 SPANISH
Listening	<p>Listening - Skills and Knowledge Listen and respond to familiar spoken words and phrases.</p> <p>Listening – Example contexts and language</p> <ul style="list-style-type: none"> Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. 	<p>Listening – Skills and Knowledge Listen attentively and understand more complex phrases and sentences.</p> <p>Listening – Example contexts and language</p> <ul style="list-style-type: none"> Pick out phonemes, words and phrases in songs, stories and rhymes. 	<p>Listening - Skills and Knowledge Listen and respond to familiar spoken words and phrases.</p> <p>Listening – Example contexts and language</p> <ul style="list-style-type: none"> Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. 	<p>Listening – Skills and Knowledge Understand the main points and simple opinions in spoken sources in Spanish e.g. <i>story, song or passage</i> Listen attentively and understand more complex phrases and sentences</p> <p>Listening – Example contexts and language</p> <ul style="list-style-type: none"> Pick out phonemes, words and phrases in songs, stories and rhymes.

	<ul style="list-style-type: none"> Recognise numbers 1-20 and begin to understand numbers from 20 – 31. Understand and respond to simple classroom instructions e.g. <i>Hands up, listen carefully, show me, close your eyes, do an action.</i> <p>Listening – Arriving in Year 4 able to</p> <ul style="list-style-type: none"> Enjoy listening to songs, poems and stories. Listen carefully and identify familiar words in songs, poems and simple stories. Recognise, with confidence, numbers to 20 and know own birthday date e.g. <i>22 April</i> <ul style="list-style-type: none"> Follow simple classroom instructions. 	<ul style="list-style-type: none"> Understand higher numbers including multiples of 10 e.g. <i>in prices, dates, numeracy activities, telling the time.</i> Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. <i>How old is Nicole?</i> Respond to a wider range of classroom instructions e.g. <i>Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound ...</i> <p>Listening - Arriving in Year 5 able to</p> <ul style="list-style-type: none"> Continue to enjoy listening to songs, rhymes and stories. Identify specific phonemes, words and phrases. Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations. Listen to a short text using familiar vocabulary and answer simple questions in English. Respond to a wide range of classroom instructions. 	<ul style="list-style-type: none"> Recognise numbers 1-20 and begin to understand numbers from 20 – 31. Understand and respond to simple classroom instructions e.g. <i>Hands up, listen carefully, show me, close your eyes, do an action</i> <p>Listening – Arriving in Year 6 able to</p> <ul style="list-style-type: none"> Continue to enjoy listening to songs, rhymes and stories. Identify specific phonemes, words and phrases. Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations. Listen to a short text using familiar vocabulary and answer simple questions in English. Respond to a wide range of classroom instructions. 	<ul style="list-style-type: none"> Understand higher numbers including multiples of 10 e.g. <i>in prices, dates, numeracy activities, telling the time.</i> Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. <i>How old is Nicole?</i> Respond to a wider range of classroom instructions e.g. <i>Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound ...</i> <p>Listening – Arriving in KS3 able to</p> <ul style="list-style-type: none"> Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7 Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points Identify specific sounds in familiar and unfamiliar words. Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 Enjoy the challenge of meeting unfamiliar language
<p>Speaking</p>	<p>Speaking – Skills and Knowledge</p> <ul style="list-style-type: none"> Communicate with others using simple words, phrases and short sentences Explore the patterns and sounds of language to help develop accurate pronunciation and intonation 	<p>Speaking – Skills and Knowledge</p> <ul style="list-style-type: none"> Communicate by asking and answering a wider range of questions and presenting short pieces of information Explore the patterns and sounds of language to help develop accurate pronunciation and intonation 	<p>Speaking – Skills and Knowledge</p> <ul style="list-style-type: none"> Communicate with others using simple words, phrases and short sentences Explore the patterns and sounds of language to help develop accurate pronunciation and intonation 	<p>Speaking – Skills and Knowledge</p> <ul style="list-style-type: none"> Take part in short conversations using familiar structures and vocabulary Use simple conjunctions to build more complex sentences and present information to others Explore the patterns and sounds of language to help develop accurate pronunciation and intonation

	<p>Speaking-Example contexts and language</p> <ul style="list-style-type: none"> • Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. • Ask and answer simple questions about self e.g. name and age, birthday • Express simple likes and dislikes e.g. food and drink. <p>Speaking –Arriving in Year 4 able to</p> <ul style="list-style-type: none"> • Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements. • Pronounce very familiar language with good pronunciation and intonation. • Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. • Express likes and begin to express dislikes. 	<p>Speaking –Example contexts and language</p> <ul style="list-style-type: none"> • Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. • Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please? I don't understand. • Express preference about what they like e.g. food, animals, colours <p>Speaking –Arriving in Year 5 able to</p> <ul style="list-style-type: none"> • Join in speaking activities willingly and confidently. • Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes, • Begin to use simple conjunctions e.g. I have brown eyes and black hair • Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. • Ask and answer questions in 1st, 2nd, 3rd person singular. • Begin to use pronouns 	<p>Speaking-Example contexts and language</p> <ul style="list-style-type: none"> • Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. • Ask and answer simple questions about self e.g. name and age, birthday • Express simple likes and dislikes e.g. food and drink • Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. <p>Speaking –Arriving in Year 6 able to</p> <ul style="list-style-type: none"> • Join in speaking activities willingly and confidently. • Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes, • Begin to use simple conjunctions e.g. I have brown eyes and black hair • Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. <ul style="list-style-type: none"> • Begin to use pronouns 	<p>Speaking-Example contexts and language</p> <ul style="list-style-type: none"> • Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand • Give simple instructions and directions e.g. a recipe, directions to a place, the route to school • Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk <p>Speaking – Arriving in KS3 able to</p> <ul style="list-style-type: none"> • Take part in a simple conversation, ask and answer questions and express opinions. • Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy • Use spontaneously, a limited range of phrases and sentences to seek clarification and help. • Use simple conjunctions so that they can create more complex sentences. • Have the vocabulary to give the opinions they want to express.
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Reading	<p><u>Reading – Skills and knowledge</u></p> <ul style="list-style-type: none"> Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links <p><u>Reading –Example contexts and language</u></p> <ul style="list-style-type: none"> Read and understand familiar nouns e.g. <i>parts of the body, animals</i>, and simple adjectives e.g. <i>size, colour</i> and a few high frequency verbs e.g. <i>I like, I play</i>. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. <p><u>Reading –Arriving in Year 4 able to</u></p> <ul style="list-style-type: none"> Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English. 	<p><u>Reading –Skills and knowledge</u></p> <ul style="list-style-type: none"> Read and understand familiar written words, phrases and short texts made of simple sentences Read a wider range of words, phrases and sentences aloud Follow text while listening and reading at the same time. Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation. <p><u>Reading –Example contexts and language</u></p> <ul style="list-style-type: none"> Understand key points in simple texts using familiar language e.g. <i>How many animals are in the story? What colour is the dog? What is the weather like in Paris?</i> Follow a text such as a song or poem whilst listening to it at the same time Link phrases to make a sentence e.g. <i>When it rains, you need an umbrella</i>. Use strategies to work out meaning of new words. <p><u>Reading- Arriving in Year 5 able to</u></p> <ul style="list-style-type: none"> Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English. 	<p><u>Reading – Skills and knowledge</u></p> <ul style="list-style-type: none"> Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links <p><u>Reading –Example contexts and language</u></p> <ul style="list-style-type: none"> Read and understand familiar nouns e.g. <i>parts of the body, animals</i>, and simple adjectives e.g. <i>size, colour</i> and a few high frequency verbs e.g. <i>I like, I play</i>. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. <p><u>Reading -Arriving in Year 6 able to</u></p> <ul style="list-style-type: none"> Understand a short text using familiar language and be able to extract information to give simple answers in Spanish and more complex answers in English. 	<p><u>Reading – Skills and knowledge</u></p> <ul style="list-style-type: none"> Read and understand familiar written words, phrases and short texts made of simple sentences Read a wider range of words, phrases and sentences aloud Follow text while listening and reading at the same time. Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation. <p><u>Reading –Example contexts and language</u></p> <ul style="list-style-type: none"> Understand key points in simple texts using familiar language e.g. <i>How many animals are in the story? What colour is the dog? What is the weather like in Paris?</i> Follow a text such as a song or poem whilst listening to it at the same time Link phrases to make a sentence e.g. <i>When it rains, you need an umbrella</i>. Use strategies to work out meaning of new words. <p><u>Reading - Arriving in KS3 able to</u></p> <ul style="list-style-type: none"> Work well with a partner to work out a short text containing familiar and unfamiliar language.

	<ul style="list-style-type: none"> • Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. • Read aloud and understand a simple conversation with a partner that uses familiar language. • Begin to write a few familiar words from memory and know that all attempts will be valued 	<ul style="list-style-type: none"> • Follow a text displayed in the classroom at the same as listening to it. • Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words. • Begin to use a bilingual dictionary to check the meaning of new words 	<ul style="list-style-type: none"> • classroom at the same as listening to it. • Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words. • Begin to use a bilingual dictionary to check the meaning of new words 	<ul style="list-style-type: none"> • Enjoy the challenge of working out the meaning of unfamiliar language. • Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. • Apply phonic knowledge when meeting new words. • Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. • Find the meaning of new words by using a bilingual dictionary.
Writing	<p><u>Writing – Skills and knowledge</u> Write some familiar simple words using a model and some from memory</p> <p><u>Writing–Examples of contexts and language</u></p> <ul style="list-style-type: none"> • Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal they have drawn or made from playdough – e.g. a black cat. • Complete a simple gapped text such as a party invitation or passport. <p><u>Writing –Arriving in Year 4 able to</u></p> <ul style="list-style-type: none"> • Complete a simple gapped text by adding three or four familiar words. • Write two or three sentences on a familiar topic using a writing frame and word bank 	<p><u>Writing – Skills and knowledge</u> Write a short text using a model Write a few simple sentences from memory Apply phonic knowledge to support writing</p> <p><u>Writing –Examples of contexts and language</u></p> <ul style="list-style-type: none"> • Write a few simple sentences using a word bank to describe for example a sports star e.g. ... lives in London. She is 22 years old. She likes dancing. • Experiment with writing new words <p><u>Writing –Arriving in Year 5 able to</u></p> <ul style="list-style-type: none"> • Write a few sentences using words banks and writing frames for support. • Begin to use pronouns. • Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation. • Show willingness to have a go at writing new words using phonic knowledge 	<p><u>Writing – Skills and knowledge</u> Write simple sentences and short texts using a model Use a dictionary to check the spelling of words.</p> <p><u>Writing –Examples of contexts and language</u></p> <ul style="list-style-type: none"> • Write a few simple sentences using a word bank to describe for example a sports star e.g. ... lives in London. She is 22 years old. She likes dancing. • Experiment with writing new words <p><u>Writing –Arriving in Year 6 able to</u></p> <ul style="list-style-type: none"> • Write three or four sentences using word/phrase bank. • Write more interesting sentences by adding one or two simple conjunctions • Personalise a text by changing one or two elements 	<p><u>Writing – Skills and knowledge</u> Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure</p> <p><u>Writing –Examples of contexts and language</u></p> <ul style="list-style-type: none"> • Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. • Use simple conjunctions such as and, but, because to form more complex sentences. • Change elements in a given text e.g. ingredients, colour and size of a planet <p><u>Writing –Arriving in KS3 able to</u></p> <ul style="list-style-type: none"> • Write three or four sentences using word/phrase bank. • Write more interesting sentences by adding one or two simple conjunctions • Personalise a text by changing one or two elements

			<ul style="list-style-type: none"> • Use a bilingual dictionary and word banks to check spelling • Attempt to write two or three sentences from memory using familiar language. 	<ul style="list-style-type: none"> • Use a bilingual dictionary and word banks to check spelling • Attempt to write two or three sentences from memory using familiar language.. • Use peer and self-assessment strategies to support language learning.
Grammar	<p><u>Grammar – Skills and knowledge</u> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • gender – masculine, feminine nouns (singular) • word order of adjectives • how to form the negative <p><u>Grammar –Examples of contexts and language</u></p> <ul style="list-style-type: none"> • Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy. • Use picture cards to build phrases to show position of a few adjectives of colour e.g. <i>a red dog, a yellow cat.</i> • Begin to understand how the negative is formed in the new language e.g. make a human sentence for <i>I don't like chocolate</i> <p><u>Grammar –Arriving in Year 4 able to</u></p> <ul style="list-style-type: none"> • Notice (where relevant) that the definite/indefinite article changes according to gender of noun. • Notice differences in word order • Begin to understand how to form the negative. 	<p><u>Grammar – Skills and knowledge</u> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> •gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns •verbs - 1st, 2nd 3rd persons in questions and answers •how to form the negative <p><u>Grammar –Examples of contexts and language</u></p> <ul style="list-style-type: none"> • Match correctly definite/indefinite article to singular and plural familiar nouns • Place familiar adjectives e.g. size and colour in correct order. • Select the correct colour adjective to describe masculine and feminine nouns • Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions <i>Do you like cheese? Yes I like</i> <p><u>Grammar –Arriving in Year 5 able to</u></p> <ul style="list-style-type: none"> • Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural. • Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe. 	<p><u>Grammar – Skills and knowledge</u> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • gender – masculine, feminine, neuter <p><u>Grammar –Examples of contexts and language</u></p> <ul style="list-style-type: none"> • Match correctly definite/indefinite article to singular and plural familiar nouns • Place familiar adjectives e.g. size and colour in correct order. • Select the correct colour adjective to describe masculine and feminine nouns • Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions <i>Do you like cheese? Yes I like</i> <p><u>Grammar –Arriving in Year 6 able to</u></p> <ul style="list-style-type: none"> • Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural. • Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe. 	<p><u>Grammar – Skills and knowledge</u> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • verbs –begin to use the past tense, reinforce understanding of future tense • adverbs <p><u>Grammar –Examples of contexts and language</u></p> <ul style="list-style-type: none"> • Begin to know how to form the future tense e.g. <i>I am going swimming on Wednesday; tomorrow it is going to rain.</i> • Begin to see how possessive articles e.g. <i>my, his, her</i> change according to gender e.g. <i>Jane is</i> • <p><u>Grammar –Arriving in KS3 able to</u></p> <ul style="list-style-type: none"> • Explain confidently the word order for familiar adjectives • Adapt endings to familiar adjectives with increasing accuracy • Start to apply correct endings to a few possessive articles • Create simple sentences about the future. • Have some understanding of the term ‘conjugation’ and what it means when looking at familiar verbs in the present tense

		<ul style="list-style-type: none"> Form the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like</i> with increasing accuracy. Ask and answer questions in 1st, 2nd, 3rd person singular. 	<ul style="list-style-type: none"> Form the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like</i> with increasing accuracy. Ask and answer questions in 1st, 2nd, 3rd person singular. 	
Vocabulary	<p>Vocabulary Topic Areas Numbers 0-10 Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Oui, non</p> <p>Greetings, asking and saying how you are Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal</p> <p>Classroom instructions Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence</p> <p>Ask for and give name Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle</p> <p>Ask for and state age Quel âge as-tu? J'ai... ans</p> <p>Colours Rouge, bleu, blanc, noir, vert, jaune, orange, rose Gris, violet, marron</p> <p>Names of fruit Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes</p> <p>Food items Les chips, le coca, les sucettes, le chocolat, les bonbons</p>	<p>Vocabulary Topic Areas Revision of numbers 0-10 from Y3 Revision of colours from Y3</p> <p>Parts of the body: Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles La jambe, le pied, le ventre, la main, le bras</p> <p>Zoo animals: Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin</p> <p>Members of the family: Le père, la mère, le frère, la soeur, le grand-père, la grand-mère,</p> <p>Pets: chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau</p> <p>Hobbies: Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc</p> <p>Two weather expressions: Il fait froid, il fait chaud</p> <p>Clothes items for packing a suitcase: Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt</p> <p>Numbers to 20</p>	<p>Vocabulary Topic Areas Numbers 0-10 Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez Sí, no</p> <p>Greetings, asking and saying how you are Hola, buenos días, adios ¿Qué tal ? Muy bien, bien, regular, mal</p> <p>Classroom instructions ¡Hola! Escuchad, mirad, sentaos, levantaos, repetid, venid aquí, silencio</p> <p>Ask for and give name ¿Cómo te llamas? Me llamo ¿Y tú? Señor, señora, señorita</p> <p>Ask for and state age ¿Cuántos años tienes? Tengo ocho años.</p> <p>Colours Rojo, azul, blanco, negro, verde, amarillo, naranja, rosa Gris, marrón, morado Verb – es (is) Connective – y (and)</p> <p>Names of fruit and Food items Las naranjas, las peras, las ciruelas, Las fresas, las manzanas, los tomates, los plátanos El chocolate, el helado, las piruletas, las patatas fritas, los caramelos, la pizza</p>	<p>Vocabulary Topic Areas Revision of colours from year 5</p> <p>Parts of the body Una cabeza, una nariz, unos dientes, unos ojos, una boca, unas orejas, el pelo La pierna, el pie, el estómago, la mano, el brazo (el hombro and la rodilla introduced for receptive use through song)</p> <p>Zoo animals El tigre, el elefante, el hipopótamo, el fl amenco, el oso, el ratón, el león, la jirafa, el mono, el cocodrilo, el pingüino, el cerdo</p> <p>Vocabulary for playing a game Te toca a tí, me toca a mí, el dado</p> <p>Members of the family: el padre, la madre, el hermano, la hermana, el abuelo, la abuela</p> <p>Pets: un gato, un ratón, un perro, un hamster, un conejo, un pez, un pájaro, un conejo de indias, una tortuga</p> <p>Hobbies Bailar, nadar, jugar al fútbol, comer en un restaurante, leer, ver la tele ir al parque</p> <p>Transport en barco, en coche, en autocar, en tren, en avión</p>

	<p>Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Months of the year janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p>		<p>Days of the week lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>Months of the year enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p> <p>Christmas Vocabulary María, José, Jesús, los pastores, las ovejas, los Reyes, un ángel, el posadero, los niños Belén, el bebé, un regalo, una estrella, un establo, una habitación.</p> <p>un juego, un libro, la ropa, un dvd, un balón de futbol, Querido(s), Quisiera, Muchas gracias , El Papá Noel, Los Reyes Magos</p> <p>Easter Spring Vocabulary los pájaros, las flores, hace sol, está lloviendo, un arco iris, hay</p>	<p>Two weather expressions: Hace calor, hace frío Mucho, un poco</p> <p>Clothes items for packing a suitcase: Un pantalón, un pantalón corto, una falda, un jersey, una camisa, un sombrero, un bañador, unas gafas de sol</p> <p>Numbers to 30</p>
<p>Grammar Lists</p>	<p>question form: 'Comment ça va?'</p> <p>Un or une</p> <p>Verb – est (is) Connective – et (and)</p> <p>commands to play 'Jacques a dit'</p> <p>Recognise how sounds are presented in written form</p> <p>Notice the spelling of familiar words</p>	<p>Identify adjectives in a text and recognised they can change spellings.</p> <p>Adjectives Grand, petit, gros, long, pointu Gentil, rigolo ferce</p> <p>Possessive Adjectives Mon. ma</p> <p>Understand that all nouns have a gender. Say some letters of the alphabet and the 6 vowels</p> <p>Verbs To be - Etre Il est – he is Elle est – she is To have – Avoir J'ai – I have Je'nai pas de – I havent</p> <p>Quantifiers Assez, tres, un peu</p> <p>Connectives Et, aussi</p>	<p>question form: ¿Qué tal? Un / una</p> <p>Verbs – es (is) Recognise how sounds are presented in written form and how the sound differs from English</p> <p>Notice the spelling of familiar words</p>	<p>Identify adjectives in a text and recognised they can change spellings.</p> <p>Adjectives grande, pequeño, gordo, largo, puntiagudo</p> <p>Possessive adjective Mi Say some letters of the alphabet and the 5 vowels</p> <p>Verbs Verb – ser (to be) Es – he/she is</p> <p>Quantifiers: bastante, muy</p>

<p>Phrases</p>	<p>Phrases Yes . No - Oui, non Greetings Bonjour, au revoir, comment va? très bien, bien, comme ci comme ça, maL Comment t'appelles-tu? JE m'appelle, Monsieur, Madame, Mademoiselle 'Comment ça va?' Joyeux Noël Instructions Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence QuestionS Quel âge as-tu + name?' 'J'ai... ans.' Quelle est ta couleur préférée? 'C'est bon pour la santé?'</p>	<p>Phrases Playing a game - A toi, a moi, le de Opinions – j'adore, j'aime, je n'aime pas Weather – Il fait froid, il fait chaud Christmas – Oh la la, j'aime ca</p>	<p>Phrases Yes . No - Sí, no Greetings and questions Hola, buenos días, adios ¿Qué tal ? Muy bien, bien, regular, mal ¿Cuántos años tienes? Tengo ocho años. ¿Cómo te llamas? Me llamo ¿Y tú? Señor, señora, señorita Instructions ¡Hola! Escuchad, mirad, sentaos, levantaos, repetid, venid aquí, silencio</p>	<p>Phrases / Opinions/ Questions ¿Qué es? Te toca a tí, me toca a mí, el dado ¡Caramba! Me gusta eso Tiene, también ¿Cómo se dice... en español? Tengo, no tengo, y, también Me gusta, no me gusta ¿Te gusta...?</p>
<p>Intercultural Understanding</p>	<ul style="list-style-type: none"> • Learn about the different languages spoken by children in the school • Locate country/countries where the language is spoken • Listen to traditional stories 	<ul style="list-style-type: none"> • Learn about festivals and celebrations in different cultures • Know about some aspects of everyday life and compare them to their own • Compare traditional stories 	<ul style="list-style-type: none"> • Learn about the different languages spoken by children in the school • Locate country/countries where the language is spoken • Listen to traditional stories • To identify social conventions at home and in other cultures 	<ul style="list-style-type: none"> • Learn about festivals and celebrations in different cultures • Know about some aspects of everyday life and compare them to their own • Compare traditional stories

