

St Thomas More Catholic Primary School Curriculum										
To provide opportunities that enable our children to have the skills, knowledge, understanding, confidence and desire to achieve the highest standards of which they are capable. Enabling them to play an active part as responsible and caring members of the school community and beyond.										
Humanities			Arts & Culture				Sciences			
History	Geography	Languages	Art & Design	RE	PSHE	Music	Science	PE	Computing	DT

MFL - SPANISH	
<p>A St Thomas More a Spanish language learner will:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language, • recognise key phrases and vocabulary and speak with increasing confidence, • continually improve the accuracy of Spanish pronunciation, • begin to write simple sentences in Spanish • develop an appreciation and interest of a modern foreign language. 	<p>Supporting community priorities:</p> <ul style="list-style-type: none"> • Being open to people of different backgrounds and cultures • Appreciating others' cultures and experiences

Academic Teaching Year 2 2023-2024		Topic	End point
Y3	A	HT1: Big question: Can I learn some key Spanish phrases and vocabulary?	<ul style="list-style-type: none"> • Say colours and numbers 1-10. • Role play on saying how you are and what your name is. • Listen to model role-plays and infer meaning. <ul style="list-style-type: none"> • Numbers listening exercise. • Match colours to written form. Match written form of numbers to digits. • Create name labels.

		<p>HT2: Big question: Can I name animals in Spanish?</p>	<ul style="list-style-type: none"> • Be able to say "I am..." plus an animal in foreign language by end of unit. • Match sound to animal picture / word / phrase. • Match word to animal picture / word /phrase in English. • Activities in lessons 1 - 5. • Differentiated worksheets in lesson 5. • Introduction of gender via the indefinite article and first person singular of the verb 'to be'.
	Sp	<p>HT1 Big question: Can name learn names and phrases related to instruments?</p>	<ul style="list-style-type: none"> • Be able to say "I play..." plus an instrument in foreign language by end of unit. • Match sound to instrument sound / picture / word / phrase. • Match word to instrument picture / word / phrase in English.. • Definite article / quantitative article. First person singular of verb 'to play' (an instrument).
		<p>HT2 Big question: Can you use some key Spanish verbs in a sentence?</p>	<ul style="list-style-type: none"> • Say "I am able to.." / "I can..." plus activity by end of unit. • Match sound to picture / word / phrase. • Match key verb to picture / word / phrase in English. • Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only.
	Su	<p>HT1 Big question: Can you name fruits?</p>	<ul style="list-style-type: none"> • Name 10 fruits and say "I like..." and I don't like..." plus a fruit by end of unit. • Match sound to picture/ word / phrase. • Understanding slightly longer text. • Activities in lessons 1 - 5. Match key nouns to picture / word / phrase in English.

			<ul style="list-style-type: none"> • Short and simple reading tasks by week 5. • Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.
		HT2 Big question: Can you describe ice creams?	<ul style="list-style-type: none"> • Starting with the individual flavours and building towards a role play in an ice-cream shop / parlour. • Matching sounds to ice cream flavours in pictures, words and phrases. • Match word to ice-cream flavour picture / word. • Short translation tasks (from English into the foreign language) p • Verb structures – first person singular form of the phrase 'I would like...'
Y4	A	HT1 Can you name seasons in Spanish?	<p>* Starting with the individual seasons (noun + definite article) and building towards saying a short phrase about the key characteristics of each season by lesson 5.</p> <p>* matching each season to a picture, word or phrase. Understanding slightly longer text and starting to learn to decode and gist listen by lesson 5.</p> <p>* Matching seasons to images / words / phrases. Short and simple reading tasks by lesson 5.</p> <p>* Use of definite articles with the seasons and learning how to say 'in' a particular season.</p>
		HT2 Big question: Can you name vegetables in Spanish?	<ul style="list-style-type: none"> • Short role play using "I would like..." and the quantity of

			<p>vegetable (1kg and 1/2kg only) by end of unit.</p> <ul style="list-style-type: none"> • Match sound to picture / word / phrase. Understanding slightly longer text. • Match key nouns to picture / word / phrase in English. • Short and simple reading tasks by week 5. • Differentiated worksheets every lesson • Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".
Sp	HT1 Big question: Can I present myself?		<ul style="list-style-type: none"> • Perform role play with name, age, where they live and nationality • Match sound to picture / word / phrase. Numbers 1 - 20 • Read role - plays and understand the content. • differentiated numbers worksheets and ID card. • Nationalities and adjectival agreement based on gender
	HT2 Big question: Can I describe my family?		<ul style="list-style-type: none"> • Present orally on your / a family in lesson 5. • Match sounds to picture / word / phrase. • Lesson 5 contains a written presentation based on a / your family. • Extended written opportunity week 5. • Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'
Su	HT1 Big question: Can you describe objects in the classroom ?		<ul style="list-style-type: none"> • 'What I have.. / don't have..' in my pencil case in lesson 5. • Activities in lessons 1 - 5.

			<ul style="list-style-type: none"> • Matching sound to picture / word / phrase in lessons 3 - 4. • Activities in lessons 1 - 5. • Match word to picture / sound / phrase. • Learn phrases 1 - 5. 'I have... / I don't have...' worksheets in lesson 3. • Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when say
		HT2 Big question: Can I create menu for the café?	<ul style="list-style-type: none"> • Café role play • Match sound to picture / word / phrase. • Create a menu with prices in lesson 5 • 1st person singular 'I would like / have' when ordering
Y5	A	HT1 Big question: Can I describe my family?	<ul style="list-style-type: none"> • Present orally on your / a family in lesson 5. • Match sounds to picture / word / phrase. • Lesson 5 contains a written presentation based on a / your family. • Extended written opportunity week 5. • Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'
		HT2 Big question: What is the date?	<ul style="list-style-type: none"> • Say months of the year. • Say when your birthday is in target language. • Birthday survey in lessons 4 - 5. • Birthday reading exercise in lesson 5. • 1 - 5. Birthday diary worksheet in lesson 5. • Extended written opportunity.

	Sp	HT1 Big question: What is the weather?	<ul style="list-style-type: none"> • Ask and answer what the weather is like today in target language. • Present as a weather forecaster in lesson 5. • Challenging weather listening exercise in lesson 3. • Weather reading exercise in lesson 3. • Create weather map and written weather report in lesson 5. Extended written opportunity.
		HT2 Big question: Do you have a pet?	<ul style="list-style-type: none"> •
	Su	HT1 Big question: Can I describe my home?	<ul style="list-style-type: none"> • Say where you live and name the rooms in your house that you have and do not have. • Challenging listening exercises in lessons 4 and 5. • Various activities in lessons 1 - 5. • Longer reading • Longer written email task and authentic reading task week 5. • First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".
		ROMANS or HABITATS ROMANS: Big question: Can I write a diary of a Roman child?	<ul style="list-style-type: none"> • Oral presentation of life as a Roman child in lesson 5. • Various activities in lessons 1-5. • Extended listening exercise in lesson 2. Variety of activities in lessons 1-5. • Story re-ordering exercises in lessons 1 & 2. • Written diary exercise of life as a Roman child in lesson 5. "I am..." and negative "I am not..." exercises in lesson 5.
		HABITATS: Big question: Can I talk about animals and their habitats?	<ul style="list-style-type: none"> • Present orally on an animal, their adaptation and their habitat in lesson 5. Activities in lessons 1-5. • Match sound to picture / word / phrase. LONGER LISTENING EXERCISES. Activities in lessons 1-5. Matching words to pictures / words / phrases. • LONGER TEXT PASSAGES TO READ. Activities in lessons 1-5. Written presentations on an animal, their adaptation and their habitat in lesson 5.

			<ul style="list-style-type: none"> Verbs 'to grow' and 'to live' in full (fully conjugated) in the present tense in lessons 3 and 4. Worksheets to consolidate also.
Y6	A	HT1 Big question: What's the date?	<ul style="list-style-type: none"> Say months of the year. Say when your birthday is in Spanish Birthday survey in lessons 4 - 5. Birthday reading and listening exercises Birthday diary worksheet in lesson 5. Extended written opportunity.
		HT2 Big question: Do you have a pet?	<ul style="list-style-type: none"> Oral class survey / interview on 1 - 5. Match sound to picture / word / phrase throughout whole unit. Activities in lessons 1 - 5. Match words to picture / sound / phrase. Create pet ID card in lesson 5. Various written tasks in lessons 1 - 5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4 Extended written opportunity week 5. Gender and changing an indefinite article to a definite article.
	Sp	HT1 Can you name and describe clothes?	<ul style="list-style-type: none"> Describe what you wear in terms of colour and in lesson 5 saying what you are packing in a suitcase to go on holiday. Extended listening exercises in lessons 4 and 5.

			<ul style="list-style-type: none"> Extended reading exercises in lessons 4 and 5. Translation tasks in lesson 4 and extended writing opportunities in lesson 5. Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.
		HT2 At School	<p>* School survey in lesson 2. Present orally on school subjects and opinions in lesson 5.</p> <ul style="list-style-type: none"> Written presentations on school subjects and opinions in lesson 5. Opportunity to write an email about what you like and do not like at school lesson 5. Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4. Formulating opinions and justifications. Adjectival agreement.
	Su	HT1 Can I talk about my weekend?	<ul style="list-style-type: none"> Present orally on what they do at the weekend using connectives and time in lesson 5. Written presentations on what they do at the weekend using connectives and time in lesson 5. Using connectives to create extended and more sophisticated sentences in target language. Formulating a range of opinions and justifications.
		HT2 What do Vikings look like?	<ul style="list-style-type: none"> Oral presentation on describing yourself physically and giving a short account of a typical daily routine using the first person singular form.

			<ul style="list-style-type: none"> • Extended listening task in lesson 4 detailing hair type, hair colour and eye colour. • Extended reading tasks are provided in lesson 5 covering personal details, physical descriptions and daily routines. • Extended written opportunities in lessons 4 and 5 covering personal details, physical descriptions and daily routines. • Children are introduced to a wider range of verbs in the first person form with a particular focus on the two high frequency verbs 'to be' and 'to have'. Pupils will also have the opportunity to look at moving from first person singular to third person singular use of verbs, adjectival agreement and the use of the possessive 'my'
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