**MFL Long Term Spanish Plan**

**Year 3**

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| **Term** | **Topic** | **Topic Objectives** | **National Curriculum** | **Links to previous topics** |
| **Autumn****1** | **Meet and greet** | * **Say hello and goodbye.**
* **Introduce themselves.**
* **Use a variety of greetings**
* **Say how they are feeling.**
* **Count to ten.**
* **Say how old they are.**
* Ask and answer simple questions for each topic area.
* Use different greetings for different situations.
 | * listen attentively to spoken language and show understanding by joining in and responding;
* engage in conversations; ask and answer questions;
* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
* appreciate stories, songs, poems and rhymes in the language;
* speak in sentences, using familiar vocabulary, phrases and basic language structures;
 | EYFS/KS1 – songs greetings and numbers. |
| **Autumn****2** | **My body** | * **Naming body parts.**
* **Give and respond to simple classroom instructions.**
* **Identify colours.**
* **Name items of clothing.**
* Ask and answer questions using topic vocabulary.
* read and write simple words
* Link un/una to masculine and Feminine nouns
* Use ‘y’ to link several items in a sentence
 | * listen attentively to spoken language and show understanding by joining in and responding;
* read carefully and show understanding of words, phrases and simple writing;
* appreciate stories, songs, poems and rhymes in the language; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
* Understand basic grammar of feminine and masculine nouns
 | EYFS – songsColours body parts |
| **Spring****1** | **Time to eat** | * **Follow a story and join in the repeated parts.**
* **Say what food from a set they like/dislike.**
* **Describe the colour of an object.**
* **Ask politely for something.**
* respond to a polite request
* Predict a repeated phrase.
* Modify a colour adjective.
* Make a range of simple statements by substituting vocabulary
 | * key features and patterns of the language.
* describe people, places, things and actions orally and in writing;
* engage in conversations; ask and answer questions;
* express opinions and respond to those of others; seek clarification and help;
* appreciate stories, songs, poems and rhymes in the language;
 | EYFS/KS1 – songsfood |
| **Spring****2** | **The people around me** | * **Identify and introduce some of their relations;**
* **Name some common pets;**
* **Recognise some of the letters of the Spanish alphabet**.
* Consider how verbs have different forms for different subjects;
* Make new sentences by substituting other vocabulary appropriately;
* Pronounce some of the letters of the alphabet
 | * speak in sentences, using familiar vocabulary, phrases and basic language structures;
* write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
* engage in conversations; ask and answer questions;
* present ideas and information orally to a range of audiences;
* Understand basic grammar, including conjugation of high-frequency verbs
 | EYFS/KS1 -songsfamily and pets |
| **Summer****1** | **All About School** | * **Listen and respond to topic vocabulary.**
* **Demonstrate understanding with actions.**
* **Write sentences converting el/la to un/una.**
* **Answer questions using the topic vocabulary.**
* **Express simple opinions.**
* Express opinions, with use of ‘(no) me gusta(n)’
* Begin to know from memory if topic nouns are masculine/feminine.
* To ask and answer questions using topic vocabulary.
 | * Understand basic, including feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
* speak in sentences, using familiar vocabulary, phrases and basic language structures;
* engage in conversations; ask and answer questions; express opinions
* listen attentively to spoken language and show understanding by joining in and responding;
* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material
 | Year 3 – my body |
| **Summer****2** | **Tell me when** | * **Say and order the days of the week.**
* **Say and order the months of the year.**
* **Count up to 31.**
* **Say their own birthday**.
* Recognise how some larger numbers are made by combining words for smaller numbers.
* Ask other people their birthday.
* Say today’s date.
* Identify the correct language for ‘yesterday’ and ‘tomorrow’.
 | * listen attentively to spoken language and show understanding by joining in and responding;
* speak in sentences, using familiar vocabulary, phrases and basic language structures;
* Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
* read carefully and show understanding of words, phrases and simple writing;
* to use know language to present information.
 | KS1- songsDays and monthsYear 3 - meet and greet |

**All children will achieve these objectives** Most children will achieve these objectives