**MFL Long Term Spanish Plan**

**Year 5**

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| **Term** | **Topic** | **Topic Objectives** | **National Curriculum** | **Links to previous topics** |
| **Autumn****1** | **All About Me** | * **Demonstrate their prior learning from previous units.**
* **Say a simple sentence in the future tense.**
* **Present information about themselves with support**
* **Link two sentences with a conjunction.**
* Explain how job names are different according to the person’s gender.
* Substitute vocabulary to change a sentence
* Orally make a short personal presentation, including opinions and future aspirations
* Spell out words using the correct letter names.
 | * read carefully and show understanding of words, phrases and simple sentences containing familiar and unfamiliar language.
* speak in sentences, using familiar vocabulary, phrases and basic language structures;
* engage in conversations; ask and answer questions; express opinions
* present ideas and information orally to range of audiences;
* Understand basic grammar about near future tense.
 | Year 3- meet and greet.Year 3- The people around me.Year 4 – Free time |
| **Autumn****2** | **The Way We Look** | * **Name some parts of the body and facial features.**
* **Give a simple description of their eyes and hair.**
* **Make simple statements using the 3rd person.**
* **Match emotions/health words with their pictures.**
* make questions and answers using the 3rd person;
* extend a description using adjectives and conjunctions;
* Name facial features.
* Make nouns/adjectives ‘agree’ according to their gender and number.
* Say how they are feeling.
 | * 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,; key features and patterns of the language; how to apply these,.
 | Year 3 – my bodyYear 4 – lets goYear 5- All about me |
| **Spring****1** | **Eating Out** | * **Name a range of food items and drinks.**
* **Express their opinion about food using ‘Me gusta/ No me gusta’.**
* **Make/write simple statements using a modelled sentence**
* **Take part in a roleplay using support.**
* Interpret a chart written in Spanish.
* Write words, phrases and sentences from memory with support.
* Make nouns/adjectives ‘agree’ according to their gender and number.
* Use ‘Me gusta/Me gustan’ accurately with singular and plural nouns.
* Ask/answer at what time a restaurant opens and closes on a particular day.
 | * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
* read carefully and show understanding of words, phrases and simple writing;
* write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
* speak in sentences, using familiar vocabulary, phrases and basic language structures.
* Understand basic grammar appropriate to the language being studied, including; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
 | Year 3- time to eatYear 4 – shoppingYear 5- The way we look |
| **Spring****2** | **My World** | * **Use first person possessive adjectives confidently and recognise that third person is different.**
* **Introduce family members.**
* **Join in traditional songs and rhymes.**
* **Say what sort of home they live in and name items inside.**
* **Give opinions about a named animal.**
* **Construct a simple sentence about a variety of topics.**
* Differentiate between first- and third-person possessive adjectives and verbs
* Describe their home by size and say where items can be found.
* Give a variety of opinions.
* Join two clauses appropriately with ‘y’ or ‘pero’.
* Use a bilingual dictionary to translate unknown Spanish words
 | * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
* Understand basic grammar appropriate to the language being studied.
* describe people, places, things and actions orally and in writing;
* present ideas and information orally to a range of audiences;
* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
 | Year 3- the people around me.Year 4- My TownYear 5 – the way we look |
| **Summer****1** | **In The Classroom** | * **listen and respond to topic vocabulary.**
* **Answer questions orally using the topic vocabulary.**
* **Take part in a conversation with a partner with support.**
* **Identify 2D shapes in Spanish.**
* Answer questions in writing using the topic vocabulary.
* Use the appropriate prepositional language to describe where objects are.
* Express their opinions about school subjects.
* Make sentences to say how many sides a shape has.
 | * Understand basic grammar appropriate to the language being studied, including (where relevant): conjugation of high-frequency verbs; how to apply these, for instance, to build sentences.
* read carefully and show understanding of words, phrases and simple writing.
* speak in sentences, using familiar vocabulary, phrases and basic language structures.
* engage in conversations; ask and answer questions.
 | Year 3 – about school |
| **Summer****2** | **Our Past** | * **identify four-digit numbers in written form.**
* **Say three-digit numbers.**
* **Recognise the date when listening to it.**
* **Match a few conjugations of the verb ‘to have’ to its subject.**
* Say numbers up to four digits.
* Use numbers in a variety of sentences.
* Remember some key events of Spanish history.
* Say and write some conjugations of the verb ‘to have’ and use them in a sentence.
* Say when and where they were born.
 | * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,
* Understand basic grammar appropriate to the language being studied, including (where relevant): the conjugation of high-frequency verbs, ; and how these differ from or are similar to English
* Speak in sentences, using familiar vocabulary, phrases and basic language structures
 | Year 3- Tell me whenYear 4 – the wider worldYear 5 – my world |

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