**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 body  Year 4 – lets go  Year 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 eat  Year 4 – shopping  Year 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 Town  Year 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 when  Year 4 – the wider world  Year 5 – my world |

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