



MFL AT HOLBROOK

Curriculum Progression

Disciplinary Skills Progression:

UNIT	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LISTENING	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
SPEAKING	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
READING	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
WRITING	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
GRAMMAR	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Substantive Knowledge Progression:

PHONICS	
YEAR 3	Phonics L1 To introduce the first set of phonics sounds/phonemes in Spanish – ch j ñ ll rr
YEAR 4	Phonics L2 To introduce the second set of phonics sounds/phonemes in Spanish – ca ce ci co cu
YEAR 5	Phonics L3 To introduce the third set of phonics sounds/phonemes in Spanish – ga ge qi go qu
YEAR 6	Phonics L4 To introduce the fourth set of phonics sounds/phonemes in Spanish – b v cc qu z

LKS2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CYCLE 1	<p>Vegetables</p> <ul style="list-style-type: none"> - recognise and recall 5 vegetables with the correct plural determiners/articles in Spanish. - recognise and recall 5 more vegetables with the correct plural determiners/articles in Spanish. use the structure 'quisiera' (I would like) when buying vegetables. - use the conjunction 'y' (and) when buying more than one vegetable option. - construct a question to ask for a kilo or half a kilo of a vegetable in Spanish. 	<p>Fruits</p> <ul style="list-style-type: none"> - recognise and recall 5 fruit nouns with the correct articles/determiners in Spanish. - recognise and recall 5 more fruit nouns with the correct articles/determiners in Spanish. - change singular nouns into the plural form in Spanish. use the structure 'me gustan' (I like) with the fruit nouns. - use the negative structure 'no me gustan' (I do not like) with the fruit nouns. 	<p>Seasons</p> <ul style="list-style-type: none"> - recognise and recall the 4 seasons in Spanish with the correct determiners/articles. -construct a short phrase about winter weather in Spanish. - construct a short phrase about spring weather in Spanish. - construct a short phrase about summer weather in Spanish. - construct a short phrase about autumn weather in Spanish. - express which season is my favourite in Spanish. 	<p>My home</p> <ul style="list-style-type: none"> - describe where I live using the verb 'vivo' (I live). - recognise and recall 5 rooms of the house in Spanish with the correct determiners/articles. - recognise and recall 5 more rooms of the house in Spanish with the correct determiners/articles. - describe what rooms I do not have in my house using the negative structure in Spanish. - use all my new knowledge to describe where I live in Spanish. 	<p>Clothes</p> <ul style="list-style-type: none"> - recognise and recall 11 nouns for items of clothing in Spanish with their determiners/articles. - recognise and recall 10 more nouns for items of clothing in Spanish with their determiners/articles. - describe what I am wearing in Spanish using the verb 'llevo...' (I wear...) plus the item of clothing. - understand more about adjectival agreement in Spanish, describing items of clothing by colour and learning how to say 'my' 'in Spanish - use all my new knowledge in Spanish to describe what I am packing in my suitcase for a holiday. 	<p>At school</p> <ul style="list-style-type: none"> - 10 classroom subject nouns in Spanish with the determiners/articles. - to create a short phrase in Spanish about a subject using 'I like' and 'I do not like'. - to answer the question '¿Qué hora es?' (What time is it?) on the hour in Spanish. to say at what time I study a particular subject in Spanish. - to use all my new knowledge from the unit to present my school - subject preferences to the class in spoken and/or written form.

<p>CYCLE 2</p>	<p>Ice-cream</p> <ul style="list-style-type: none"> - recognise and recall 5 ice-cream flavours in Spanish. - recognise and recall 5 more ice-cream flavours in Spanish. - use the verb 'quisiera' (I would like) in Spanish. - construct a question in Spanish to ask for a cone or a pot of ice-cream with the number of scoops wanted. - use all my new knowledge to perform a short role-play and order an ice-cream in Spanish. 	<p>Shapes</p> <ul style="list-style-type: none"> - recognise and recall 5 shapes with their determiners/ indefinite articles in Spanish. - revise numbers 1-5 in Spanish and express how many of each shape I can see. - use my knowledge of shapes in a variety of creative tasks in Spanish. - recognise and recall 5 more shapes with their determiners/ indefinite articles in Spanish. - understand more about the determiners/indefinite articles for 'a/an' in Spanish. 	<p>Instruments</p> <ul style="list-style-type: none"> - recognise and recall 5 instruments in Spanish with their determiners/articles. - - - recognise and recall 5 more instruments in Spanish with their determiners/articles. - -- - recall all 10 instruments with their determiners/articles in Spanish and attempt the spellings. - explore and understand better the role of the definite article/determiner for 'the' in Spanish. - use the 1st person conjugated verb 'toco' (I play) in a sentence in Spanish. 	<p>Do you have a pet?</p> <ul style="list-style-type: none"> - recognise and recall 8 common pets in Spanish with their correct determiners/articles. - use the structure 'I have a pet' in Spanish. - describe what my pet is called in Spanish. - describe what pet 'I do not have' in Spanish. - integrate the conjunctions 'y' (and) and 'pero' (but) accurately into my work. 	<p>At the café</p> <ul style="list-style-type: none"> - to recognise and recall 10 different foods, snacks and drinks with the correct articles/determiners in Spanish. - to recognise and recall another 10 different foods, snacks and drinks with the correct articles/determiners in Spanish. -some key phrases to help me perform a role-play in the Spanish 'cafetería.' - some more key phrases to help me perform role-play in the Spanish 'cafetería.' - about Spanish currency and use my knowledge of numbers in Spanish to help calculate the bill in euros. 	<p>Habitats</p> <ul style="list-style-type: none"> - the essential things in Spanish that plants and animals need to survive. - about 5 key habitats around the world in Spanish. - to use the verb 'crecer' (to grow) to express which plants grow in these habitats. - to use the verb 'vivir' (to live) to express which animals live in these habitats. - to use all my new knowledge to make a class presentation in Spanish.
<p>CYCLE 3</p>	<p>I am learning Spanish</p> <ul style="list-style-type: none"> - find Spain on a map and be able to recall at least 1 Hispanic country. - use key greetings. ask and answer the question 'How are you?' in Spanish. - ask and answer the question 'What is your name?' in Spanish. - count to 10 in Spanish. recognise and recall 10 colours in Spanish. 	<p>Animals</p> <ul style="list-style-type: none"> - recognise and recall 5 animal nouns in Spanish with their correct articles/ determiners. - recognise and recall 5 more animal nouns in Spanish with their correct articles/determiners. - recap all 10 animal nouns with their determiners in Spanish and attempt the spellings. - explore and understand better the role of the indefinite article/determiner in Spanish. - use the verb 'soy' (I am) in Spanish. 	<p>I know how</p> <ul style="list-style-type: none"> - recognise and recall 5 verbs in Spanish. - recognise and recall 5 more verbs in Spanish. - use the structure 'sé' (I know how) with the infinitive verbs in Spanish. - use the negative structure 'no sé' (I do not know how) followed by infinitive verbs in Spanish. - use the conjunctions 'y' (and) & 'pero' (but) in Spanish to extend my sentences. 	<p>My family</p> <ul style="list-style-type: none"> - the nouns and determiners/articles for several family members in Spanish. - to move from using the determiner/article 'a/an' with a family member noun to using the possessive adjective 'my' in Spanish. - to answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?) - to introduce family members in Spanish, using the form 'se llama' (he/she is called). - to use my knowledge of larger numbers in Spanish to be able to give the age of family members. 	<p>The classroom</p> <ul style="list-style-type: none"> - recognise and recall 6 classroom objects in Spanish with the correct determiners/articles. - recognise and recall 6 classroom objects in Spanish with the correct determiners/articles. - answer the question '¿Qué tienes en tu estuche?' (What do you have in your pencil case?) - change an indefinite determiner/article 'a/an' to the possessive adjective 'my' in Spanish. - use the negative construction in Spanish and - - - use all my new knowledge to describe what I have/do not have in my pencil case. 	<p>Planets</p> <ul style="list-style-type: none"> - name and label a map in Spanish of the Solar System. - apply the rules of adjectival agreement to describe the Solar System in Spanish. - use conjunctions and intensifiers to extend descriptions of the Solar System. - ask key questions in Spanish in order to conduct an interview with an astronaut. - answer the questions in Spanish in order to present myself as an astronaut and deepen my understanding of adjectival agreement to describe my character.

YEAR 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>REPEATED YEARLY CYCLE</p>	<p>The Date</p> <ul style="list-style-type: none"> - to recognise and recall the 7 days of the week in Spanish. - to recognise and recall the 12 months of the year in Spanish. - to recognise and recall numbers 1-31 in Spanish. - how to ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) in Spanish. - how to ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish. 	<p>Weather</p> <ul style="list-style-type: none"> - new vocabulary for describing the weather in Spanish. - to recognise and recall the weather expressions in Spanish. - to improve my listening decoding skills . - to read a weather map in Spanish and describe weather in different parts of the country. - to use all my new knowledge to present a weather forecast in Spanish. 	<p>Traditions and celebrations</p> <ul style="list-style-type: none"> - all about the festival 'La Tomatina'. - all about the festival 'Fallas de Valencia'. - all about the festival 'Sanfermines'. - all about the celebration 'Día de los Muertos'. - all about the tradition 'Semana Santa'. - how to use key question words in Spanish, give answers and express my opinion about the traditions and celebrations I have learnt. 	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> - recognise and recall 10 new nouns for healthy foods/drinks in Spanish with the correct articles/determiners. - recognise and recall 10 more nouns for less healthy foods/drinks in Spanish with the correct articles/determiners. - consolidate all the new language and focus on the plural indefinite article in Spanish as seen in this unit. - recognise and recall some key phrases for healthy and unhealthy eating habits. - follow a healthy recipe in Spanish and create my own using my new knowledge. 	<p>The weekend</p> <ul style="list-style-type: none"> - tell the time around the clock in Spanish. - recognise and recall 10 activities in Spanish that I may do at the weekend. - consolidate my learning and focus on the spellings in Spanish for the 10 activities. - integrate 'at...' plus a time into my spoken and written work about weekend activities. - use all my new knowledge from the unit to present to the class in spoken and/or written form. 	<p>Me in the world</p> <ul style="list-style-type: none"> - more about the 4 characters in the unit and the Hispanic world. - more about the different celebrations celebrated in the Hispanic world. - more about 2 different religious celebrations celebrated in the Hispanic world. - to improve my cultural awareness of Madrid in Spain and Lima in Peru. - how the 4 characters are responsible global citizens by doing more to protect the planet.