

MFL (Spanish) Whole School Overview

MFL National Curriculum Objectives

Pupils should be taught to:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
6. present ideas and information orally to a range of audiences*
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally* and in writing
12. understand basic grammar appropriate to the language being studied, including (where relevant): 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.

Language Angels Skills Progression

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	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of	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	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including

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	English of short words I read in the foreign language.	what we read in the foreign language when it is based on familiar language.	strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	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'.
Termly Themes	Year 3	Year 4	Year 5	Year 6
Autumn	Phonetics 1 I am learning... Animals	Phonetics 2 Presenting myself My family	Phonetics 3 The date Do you have a pet?	Phonetics 4 At school Planets
Spring	Shapes / number Instruments I am able....	In the classroom At the café	My home The Olympics	At the weekend Healthy Lifestyle
Summer	I know how to... Fruits	What is the weather?	Clothes	Me in the world

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<p>Autumn</p>	<p>Topic Name: I am learning NC: (link to National curriculum) Objectives: 1-10</p> <p>Purpose and Rationale (Why this, why now): This introductory unit is designed for pupils at the very start of their language learning journey, in line with the National Curriculum expectation that pupils begin to understand and respond to basic spoken and written language. Learning how to introduce themselves and express simple feelings provides an essential foundation for communication, enabling pupils to build confidence in speaking, listening and interacting in Spanish. This content is sequenced as an entry point to language learning because it establishes core vocabulary, pronunciation patterns, and simple sentence structures that underpin future learning. It also introduces pupils to the cultures of Spanish-speaking countries, supporting the curriculum aim to foster curiosity and deepen intercultural understanding.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Understand and use basic spoken phrases to introduce themselves (name, simple greetings). • Say how they feel using simple vocabulary and sentence structures. • Develop early listening and speaking skills through repetition and response. • Demonstrate an emerging awareness of Spanish-speaking countries and cultures. <p>Prior Learning: No prior knowledge is required. This unit is suitable for learners who are new to studying a foreign language.</p>	<p>Topic Name: Presenting myself NC: (link to National curriculum) Objectives: 1-12</p> <p>Purpose and Rationale (Why this, why now): This unit builds on pupils’ prior learning and aligns with the National Curriculum aim for pupils to engage in conversations, ask and answer questions, and express ideas using increasingly accurate pronunciation and grammar. At this stage, pupils begin to move from word-level responses to constructing simple sentences independently. The focus on presenting personal information orally and in writing allows pupils to consolidate previously learnt vocabulary (e.g. numbers, greetings) while applying new language in meaningful contexts. This unit is sequenced at the start of the intermediate phase to support the transition from basic language recall to more purposeful communication. Pupils are introduced to asking questions and manipulating grammatical structures, laying the foundations for more complex sentence-building and language use in subsequent units. Cultural understanding continues to be embedded through the context of identity and nationality.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Present personal information (name, age, where they live, nationality) both orally and in writing. • Ask and answer simple questions using familiar vocabulary. • Combine previously learnt and new language to form short sentences. • Demonstrate an increasing understanding of basic grammar (e.g. gender, determiners, agreement). • Begin to manipulate language to create their own responses. <p>Prior Learning: Pupils should:</p> <ul style="list-style-type: none"> • Be able to recall and use core vocabulary (e.g. colours, numbers, greetings). • Understand and respond to simple questions. • Have a developing awareness of basic grammatical concepts such as gender, determiners and plurality. <p>Curriculum Sequencing: This unit is taught at the beginning of the intermediate stage, as it bridges early language acquisition and more independent language use, enabling pupils to apply and extend their existing knowledge in structured communication tasks.</p>	<p>Topic Name: The Date NC: (link to National curriculum) Objectives: 1-10</p> <p>Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to understand and respond to spoken and written language, and to present ideas orally using accurate pronunciation and intonation. Learning days of the week, months of the year and numbers to 31 provides pupils with the essential linguistic tools to communicate dates and talk about birthdays, a meaningful and relatable context. This unit is sequenced within the intermediate stage as it consolidates and extends pupils’ prior knowledge of numbers while introducing new vocabulary and structures linked to time. By revisiting and applying earlier learning (e.g. numbers and simple sentence patterns), pupils strengthen their recall and develop greater fluency. The ability to say the date and express when their birthday is supports real-life communication and forms a foundation for discussing events and future planning in later units.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise, recall and use days of the week and months of the year in Spanish. • Count confidently from 1–31 and apply this knowledge to dates. • Say the date accurately in Spanish. • Express when their birthday is using simple sentence structures. • Develop confidence in speaking and listening through repetition and structured practice. <p>Prior Learning: Pupils should:</p> <ul style="list-style-type: none"> • Have completed a range of early language units. • Be able to recall and use core vocabulary (e.g. numbers, colours, greetings, simple questions). • Demonstrate an emerging understanding of grammatical concepts such as gender, determiners and plurality. • Have completed an intermediate unit such as Presenting Myself. <p>Curriculum Sequencing: This unit is positioned within the intermediate phase as it consolidates prior learning (particularly numbers) while introducing new topic-specific vocabulary. It supports progression by enabling pupils to apply language in a practical context, developing fluency and preparing them</p>	<p>Topic Name: At School NC: (link to National curriculum) Objectives: 1-12</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to develop their ability to understand and respond to spoken and written language, express opinions, and present ideas with increasing accuracy and detail. The familiar context of school subjects provides a meaningful platform for communication, enabling pupils to talk about their daily experiences and preferences. This unit is sequenced within the later intermediate stage as it builds on a substantial foundation of prior learning and introduces more complex language structures. Pupils expand their use of opinion phrases by adding justifications, while also applying their understanding of time and routine through references to days and lesson times. The introduction of the verb “to study” and continued application of key grammatical concepts (such as gender, agreement, negation and conjunctions) supports pupils in creating more detailed and personalised responses. This marks a clear progression towards greater independence and fluency in both spoken and written Spanish.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise, recall and use vocabulary for up to ten school subjects with correct articles/determiners. • Conjugate and use the verb “to study” in simple sentences. • Express likes and dislikes about school subjects and give simple justifications. • Say when (day/time) they study different subjects. • Construct longer, more detailed spoken and written responses using conjunctions and a range of vocabulary. <p>Prior Learning: Pupils should:</p> <ul style="list-style-type: none"> • Have completed a wide range of early and intermediate language units. • Be able to confidently recall core vocabulary (e.g. colours, numbers, days of the week, months, greetings, personal details). • Demonstrate a developing understanding of key grammatical concepts, including gender, determiners, plurality, adjectival agreement, negation, possessive adjectives, conjunctions, and use of 1st and 3rd person verb forms.
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			<p>for more complex discussions involving time, dates and events in subsequent units.</p>	<ul style="list-style-type: none"> Have completed intermediate units such as Presenting Myself and at least two others (e.g. My Family, My Home, The Classroom). <p>Curriculum Sequencing: This unit is positioned in the later intermediate phase as it represents a significant step towards more complex and independent language use. It brings together multiple strands of prior learning—vocabulary, grammar, opinions and time—to enable pupils to communicate in greater depth. This prepares pupils for more advanced topics, extended conversations and increasingly sophisticated written work in subsequent units</p>
	<p>Topic Name: Animals NC: (link to National curriculum) Objectives 1-12 (see above)</p> <p>Purpose and Rationale (Why this, why now): This unit introduces pupils to key vocabulary and simple sentence construction, supporting the National Curriculum aim for pupils to understand and respond to spoken and written language and to speak with increasing confidence and accuracy. Learning familiar animals provides an engaging and accessible context for early language acquisition, while introducing the high-frequency verb “<i>I am</i>” enables pupils to begin forming short, meaningful phrases. This unit is sequenced early in the curriculum as it builds directly on initial exposure to Spanish phonics and basic language structures. It marks a transition from single-word learning to simple sentence building, laying essential foundations for future communication. By combining nouns with a verb and determiners, pupils begin to understand how language works, supporting progression in both speaking and writing.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Recognise, recall, and spell up to ten familiar animal nouns with their indefinite articles. Understand and use the first person singular of the verb “<i>I am</i>” in Spanish. Create simple phrases by combining a verb with nouns and determiners. Develop early sentence-building skills using familiar vocabulary. <p>Prior Learning: This unit is suitable for pupils at the beginning of their language learning journey. Pupils will have first completed an introductory unit (e.g. <i>Early Language: I</i></p>	<p>Topic Name: My Family NC: (link to National curriculum) Objectives 1-11</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to engage in conversations, present ideas both orally and in writing, and develop an understanding of basic grammar to manipulate language. Focusing on the theme of family provides a meaningful and relevant context for communication, while introducing the possessive structure and shifting from 1st to 3rd person singular enables pupils to expand their range of expression. This unit is sequenced at the intermediate stage as it builds directly on pupils’ prior knowledge and marks a clear progression from simple personal statements to more complex and varied communication. Pupils integrate previously learned vocabulary with new grammatical structures, increasing their independence in language use. The introduction of possessives and third-person forms is a key step in developing more sophisticated sentence construction, allowing pupils to describe others as well as themselves.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to: Present information about their own or a fictitious family in both spoken and written Spanish. Use a growing range of vocabulary to describe people and relationships. Apply possessive structures to indicate relationships (e.g. my, his/her). Move from 1st person to 3rd person singular when describing others. Construct longer, more personalised sentences with increasing grammatical accuracy.</p> <p>Prior Learning:</p>	<p>Topic Name: Do you have a pet? NC: (link to National curriculum) Objectives 1-10</p> <p>Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to engage in conversations, describe people and things, and present ideas both orally and in writing with increasing accuracy. The familiar and motivating context of pets enables pupils to communicate meaningful information about their lives while building confidence in using Spanish for real purposes. This unit is sequenced within the intermediate stage as it builds on prior learning and introduces a key grammatical progression: moving from 1st person to 3rd person singular. This enables pupils to extend their communication beyond themselves to describing others and giving additional details, such as a pet’s name. The inclusion of conjunctions further supports the development of more complex sentence structures, helping pupils to link ideas and create more fluent and independent responses.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Present information about the pets they have and/or do not have, both orally and in writing. Use familiar and new vocabulary related to pets and animal descriptions. Use 1st and 3rd person singular verb forms to describe pets and give details (e.g. name). Apply conjunctions to extend sentences and link ideas. Demonstrate increasing independence in constructing longer, more personalised responses. <p>Prior Learning: Pupils should:</p>	<p>Topic Name: The Planets NC: (link to National curriculum) Objectives: 1-12</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This cross-curricular unit supports the National Curriculum aim for pupils to develop their ability to understand and respond to longer spoken and written texts, express ideas with increasing accuracy, and expand their knowledge of grammar to create more complex sentences. The engaging context of the Solar System links language learning with science, providing a meaningful and motivating platform for pupils to explore new vocabulary and concepts. This unit is sequenced in the later stages of the curriculum as it builds on pupils’ secure foundation of vocabulary and grammar. Pupils apply their understanding of adjectival agreement while extending their sentences using conjunctions and intensifiers, supporting more detailed and fluent communication. The role-play element encourages pupils to use language for purposeful interaction, strengthening both speaking and listening skills. This unit marks a progression towards greater independence and complexity in language use.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Recognise, recall and use key vocabulary related to the Solar System. Use adjectives with correct agreement to describe planets and other elements. Construct longer, more detailed sentences using conjunctions and intensifiers. Apply prior grammatical knowledge to a new, cross-curricular context. Participate in a role-play, presenting information in a structured conversation.

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	<p><i>Am Learning Spanish</i>) to ensure familiarity with basic sounds and simple language patterns.</p> <p>Curriculum Sequencing: This unit follows initial exposure to Spanish and introduces early sentence structure. It is positioned early in the long-term plan to support progression from vocabulary recognition to simple sentence construction, forming a foundation for more complex grammar and communication in later units</p>	<p>Pupils should have completed a range of early language units.</p> <ul style="list-style-type: none"> • Be able to recall and use core vocabulary (e.g. colours, numbers, greetings, simple questions). • Demonstrate an emerging understanding of key grammatical concepts such as gender, determiners and plurality. • Have completed an intermediate unit such as <i>Presenting Myself</i> to ensure confidence in basic sentence construction. <p>Curriculum Sequencing: This unit is positioned within the intermediate phase as it builds on foundational language and introduces more advanced grammatical concepts. It supports progression from describing oneself to describing others, enabling pupils to create more detailed and varied spoken and written responses, and preparing them for further extended communication in later units.</p>	<ul style="list-style-type: none"> • Have completed a range of early language units. • Be able to recall and use core vocabulary (e.g. colours, numbers, greetings, simple questions). • Demonstrate an understanding of key grammatical concepts such as gender, determiners and plurality. • Have completed intermediate units such as <i>Presenting Myself, My Family</i> and <i>The Classroom</i>. <p>Curriculum Sequencing: This unit is positioned within the intermediate phase as it consolidates prior vocabulary and grammar while introducing more advanced sentence structures. It supports progression from describing oneself to describing others, enabling pupils to develop more varied, detailed and fluent communication, and preparing them for further extended speaking and writing tasks in later units.</p>	<p>Prior Learning: Pupils should:</p> <ul style="list-style-type: none"> • Have completed a wide range of early and intermediate language units. • Be able to confidently recall core vocabulary (e.g. colours, numbers, days, months, greetings, personal details). • Demonstrate a secure understanding of key grammatical concepts, including gender, determiners, plurality, adjectival agreement, negation, possessive adjectives, conjunctions, and use of both 1st and 3rd person verb forms. • Have completed intermediate units such as <i>Presenting Myself</i> and at least two others (e.g. <i>My Family, My Home, The Classroom</i>), as well as a progressive unit such as <i>At School</i>. • Have some basic understanding of the Solar System in English (helpful but not essential). <p>Curriculum Sequencing: This unit is positioned in the later phase of the long-term plan as it consolidates and extends a wide range of prior learning. It supports progression by encouraging pupils to apply grammar and vocabulary in a more complex, cross-curricular context while developing extended speaking and interaction through role-play. This prepares pupils for more advanced language use and greater independence as they move forward in their language learning journey.</p>
<p>Spring</p>	<p>Topic Name: Shape / Number NC: (link to National curriculum) Objectives: 1-10, 12</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to develop accurate pronunciation, understand basic vocabulary, and begin to respond to spoken and written language. Learning common shapes alongside numbers 1–5 provides an accessible and engaging starting point for early language learners, as these concepts are familiar from other areas of the primary curriculum. This unit is sequenced at the very beginning of the language learning journey as it builds on pupils’ initial exposure to Spanish sounds and introduces simple noun recognition with articles. By combining shapes with numbers, pupils begin to make connections between language and mathematical concepts, reinforcing understanding through cross-curricular links. This early focus on vocabulary acquisition and pronunciation lays the foundation for future sentence-building and communication.</p>	<p>Topic Name: In the Classroom NC: (link to National curriculum) Objectives: 1-12</p> <p>Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to engage in conversations, describe objects, and present ideas both orally and in writing using familiar vocabulary and increasingly accurate grammar. The everyday context of a pencil case or school bag allows pupils to communicate about their own experiences, making learning relevant and purposeful. This unit is sequenced within the intermediate stage as it builds on pupils’ prior knowledge and strengthens their ability to apply previously learned grammar in new contexts. A particular focus is the development of the negative form alongside the verb “to have”, enabling pupils to express both what they have and do not have. By revisiting and extending earlier learning (such as gender, determiners and simple sentence structures), pupils develop increasing independence and confidence in producing their own spoken and written responses</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p>	<p>Topic Name: My Home NC: (link to National curriculum) Objectives: 1-12</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to describe people, places and things, and present ideas both orally and in writing using increasingly accurate grammar and vocabulary. The familiar context of home allows pupils to communicate about their everyday lives in a meaningful and relevant way. This unit is sequenced within the intermediate stage as it builds on previously learned vocabulary and grammatical structures. Pupils revisit and apply key concepts such as gender, determiners and simple sentence construction, while extending their responses through the use of conjunctions and negative forms (e.g. describing what they do and do not have). This recycling and application of prior knowledge enables pupils to develop greater independence and confidence in creating their own sentences, marking a clear progression from structured responses to more fluent communication.</p> <p>End of Unit Outcomes:</p>	<p>Topic Name: The Weekend NC: (link to National curriculum) Objectives 1-10</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to engage in conversations, express ideas and opinions, and develop their ability to present information both orally and in writing with increasing confidence and accuracy. The relatable context of weekend activities enables pupils to communicate about their personal lives, making language learning meaningful and purposeful. This unit is sequenced within the later intermediate/progressive stage as it builds on extensive prior learning and further develops pupils’ ability to use language independently. Pupils extend their use of time expressions, alongside opinion phrases and justifications, to create more detailed and complex sentences. This progression enables pupils to move beyond simple statements towards more fluent, personalised communication, applying a range of grammatical structures with increasing control.</p> <p>End of Unit Outcomes:</p>

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	<p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Recognise, recall and say up to ten common shapes in Spanish. Count from 1–5 and apply this knowledge in simple contexts. Begin to associate nouns with their indefinite articles/determiners. Develop confidence in pronunciation and early recall skills. Recognise simple written forms of familiar vocabulary. <p>Prior Learning: This unit is suitable for pupils at the start of their language learning journey. However, it is recommended that pupils have first completed an introductory unit (e.g. <i>Early Language: I Am Learning Spanish</i>) to ensure familiarity with basic sounds and simple language patterns.</p> <p>Curriculum Sequencing: This unit is positioned at the early stage of the long-term plan as it introduces key vocabulary and reinforces pronunciation through familiar concepts. It supports progression by developing recall, recognition and early links between words and meanings, preparing pupils for subsequent units where vocabulary is combined into simple phrases and sentences.</p>	<ul style="list-style-type: none"> Present information about what they have and do not have in their pencil case or school bag, both orally and in writing. Use familiar vocabulary alongside new topic-specific language related to classroom objects. Apply previously learned grammar, including gender, determiners and simple sentence structures. Use affirmative and negative sentence structures with increasing accuracy. Construct more independent and personalised responses. <p>Prior Learning: Pupils should:</p> <ul style="list-style-type: none"> Have completed a range of early language units. Be able to recall and use core vocabulary (e.g. colours, numbers, greetings, simple questions). Demonstrate an emerging understanding of grammatical concepts such as gender, determiners and plurality. <p>Curriculum Sequencing: This unit is positioned within the intermediate phase as it consolidates prior vocabulary and grammar while introducing greater control over negation and sentence construction. It supports progression from structured responses to more independent communication, preparing pupils for more complex language use in later units.</p>	<p>By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Present information about where they live and describe rooms in their home both orally and in writing. Use familiar vocabulary alongside new topic-specific language related to the home. Apply previously learned grammar, including gender, determiners and simple sentence structures. Use conjunctions and negative forms to extend and develop sentences. Create more independent and personalised spoken and written responses. <p>Prior Learning: Pupils should</p> <ul style="list-style-type: none"> Have completed a range of early language units. Be able to recall and use core vocabulary (e.g. colours, numbers, greetings, simple questions). Demonstrate an emerging understanding of grammatical concepts such as gender, determiners and plurality. Have completed intermediate units such as Presenting Myself, My Family and The Classroom. <p>Curriculum Sequencing: This unit is positioned within the intermediate phase as it consolidates and extends pupils' existing knowledge. It emphasises the application of grammar in a familiar context while developing the ability to express both positive and negative ideas. This prepares pupils for more complex descriptive language and greater independence in speaking and writing in later units.</p>	<p>By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Recognise, recall and use a range of phrases describing weekend activities. Say and write what they do at the weekend. Use time expressions with increasing accuracy to give more detail. Express opinions and provide simple justifications. Construct longer, more personalised spoken and written responses using conjunctions and a range of vocabulary. <p>Prior Learning: Pupils should:</p> <ul style="list-style-type: none"> Have completed a wide range of early and intermediate language units. Be able to confidently recall core vocabulary (e.g. colours, numbers, days, months, greetings, personal details). Demonstrate an understanding of key grammatical concepts such as gender, determiners, plurality, adjectival agreement, negation, possessive adjectives, conjunctions, and both 1st and 3rd person verb forms. Have completed intermediate units such as Presenting Myself, My Family, My Home, The Classroom, and a progressive unit such as At School. <p>Curriculum Sequencing: This unit is positioned in the later stages of the long-term plan as it represents a further step towards independent language use. It consolidates and extends prior knowledge by combining vocabulary, grammar, opinions and time structures, enabling pupils to communicate in greater depth. This prepares pupils for more sustained speaking and writing, supporting readiness for the next stage of language learning.</p>
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	<p>Topic Name: Instruments NC: (link to National curriculum) Objectives: 1-12</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to develop accurate pronunciation, understand basic grammar, and begin to construct sentences independently. Learning common musical instruments provides an engaging and familiar context, while introducing the high-frequency verb “I play” enables pupils to move beyond vocabulary recall to simple sentence construction. This unit is sequenced early in the curriculum as it builds upon initial exposure to Spanish sounds and vocabulary, and further develops pupils’ understanding of how verbs and nouns work together. By combining verbs with nouns and articles, pupils begin to form meaningful phrases, supporting progression in both speaking and writing. This marks an important step in moving from single-word responses to structured communication.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Recognise, recall and spell up to ten musical instruments with their definite articles/determiners. Understand and use the first person singular form of the verb “I play” in Spanish. Create simple phrases by combining a verb with nouns and articles. Develop early sentence-building skills using familiar vocabulary and structures. <p>Prior Learning: This unit is suitable for pupils at the beginning of their language learning journey. However, it is recommended that pupils have first completed an introductory unit (e.g. Early Language: I Am Learning Spanish) to ensure familiarity with basic sounds, pronunciation and simple language patterns.</p> <p>Curriculum Sequencing: This unit is positioned early in the long-term plan as it reinforces vocabulary learning while developing sentence construction skills. It builds on prior exposure to Spanish and prepares pupils for further grammatical development and more complex communication in subsequent units.</p>	<p>Topic Name: In the Classroom NC: (link to National curriculum) Objectives: 1-12</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to engage in conversations, describe objects, and present ideas both orally and in writing using increasingly accurate grammar. The familiar context of a pencil case or school bag allows pupils to communicate about their everyday school life, making the learning relevant and meaningful. This unit is sequenced within the intermediate stage as it builds on pupils’ prior knowledge and strengthens their ability to apply previously learnt grammar in new contexts. A key focus is the use of the verb “to have” in both affirmative and negative forms, enabling pupils to express what they do and do not have. By revisiting and extending earlier concepts such as gender, determiners and simple sentence structures, pupils develop greater independence and confidence in constructing their own responses.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Present information about what they have and do not have in their pencil case or school bag, both orally and in writing. Use familiar vocabulary alongside new topic-specific language related to classroom objects. Apply previously learned grammar, including gender, determiners and simple sentence structures. Use the verb “to have” in both affirmative and negative forms. Construct more independent and personalised sentences with increasing accuracy. <p>Prior Learning: Pupils should: Have completed a range of early language units.</p> <ul style="list-style-type: none"> Be able to recall and use core vocabulary (e.g. colours, numbers, greetings, simple questions). Demonstrate an emerging understanding of grammatical concepts such as gender, determiners and plurality. Have completed intermediate units such as Presenting Myself and My Family to ensure confidence in basic sentence construction. <p>Curriculum Sequencing: This unit is positioned within the intermediate phase as it consolidates and extends pupils’ existing knowledge. It emphasises the application of grammar in a familiar,</p>	<p>Topic Name: The Olympics NC: (link to National curriculum) Objectives: 1-12</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to understand and respond to longer spoken and written texts, develop reading and listening strategies, and broaden their vocabulary and grammatical knowledge. Using the engaging context of the Olympic Games provides a meaningful and motivating opportunity for pupils to encounter slightly more complex language, while also developing cross-curricular links with PE and global awareness. This unit is sequenced within the intermediate stage as it builds on pupils’ growing confidence and introduces them to strategies for decoding unfamiliar language, such as using cognates and context to ‘gist’ read and listen. Pupils extend their grammatical knowledge through the use of 1st and 3rd person verb forms of “<i>practicar</i>”, enabling them to describe both themselves and others. The focus on gendered nouns and agreement further strengthens their understanding of how language works, supporting more accurate and independent communication.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to: Recognise, recall and use vocabulary for up to ten Olympic sports. Understand and apply the 1st and 3rd person forms of the verb “<i>practicar</i>”. Say and write which sports they do and do not practise. Use reading and listening strategies (e.g. identifying cognates, using context) to understand longer texts. Demonstrate an understanding of gender and agreement when describing athletes.</p> <p>Prior Learning: Pupils should: Have completed a range of early language units. Be able to recall and use core vocabulary (e.g. colours, numbers, greetings, simple questions). Demonstrate an understanding of key grammatical concepts such as gender, determiners and plurality. Have completed an intermediate unit such as <i>Presenting Myself</i> and at least two additional intermediate units. Have some general awareness of the Olympic Games (helpful but not essential).</p> <p>Curriculum Sequencing: This unit is positioned within the intermediate phase as it represents a progression from simple sentence construction to understanding and producing more</p>	<p>Topic Name: Healthy Lifestyles NC: (link to National curriculum) Objectives: 1-12</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to engage in conversations, express opinions, and develop their ability to communicate ideas about everyday topics using increasingly accurate grammar and vocabulary. The theme of healthy lifestyles provides a meaningful, cross-curricular context, linking language learning with PSHE and science by promoting awareness of healthy choices. This unit is sequenced within the later intermediate/progressive stage as it builds on pupils’ secure foundation of prior learning and extends their ability to use language independently. Pupils apply previously learned grammatical structures (e.g. negation, conjunctions, agreement) while learning high-frequency verbs “to eat” and “to drink”, enabling them to express habits and preferences. The addition of physical activities and a simple recipe further broadens vocabulary and supports more sustained communication. This unit represents a key step in progression, as pupils combine multiple language elements to create more detailed and personalised responses.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Recognise, recall and use vocabulary for a range of healthy and less healthy foods and drinks. Use the 1st person singular forms of the verbs “to eat” and “to drink” in affirmative and negative sentences. Say and write what they eat and drink, including what they do and do not consume. Talk about healthy habits, including basic physical activities. Understand and use language from a simple healthy recipe. Construct longer, more detailed spoken and written responses using a range of vocabulary and structures. <p>Prior Learning: Pupils should:</p> <ul style="list-style-type: none"> Have completed a wide range of early and intermediate language units. Be able to confidently recall core vocabulary (e.g. colours, numbers, days of the week, months, greetings, personal details). Demonstrate a developing understanding of key grammatical concepts, including gender,
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		practical context while developing understanding of negation and verb use. This supports progression towards more fluent, independent communication and prepares pupils for more complex descriptive and transactional language in later units.	complex language. It develops key comprehension strategies while extending grammatical knowledge and cross-curricular understanding. This prepares pupils for more advanced reading, listening, and independent language use in subsequent units.	determiners, plurality, adjectival agreement, negation, possessive adjectives, conjunctions, and both 1st and 3rd person verb forms. <ul style="list-style-type: none"> Have completed intermediate units such as Presenting Myself and at least two others, as well as a progressive unit such as At School. <p>Curriculum Sequencing: This unit is positioned in the later stages of the long-term plan as it consolidates and extends a wide range of previously learned vocabulary and grammar. It supports progression by enabling pupils to communicate about habits and lifestyle choices in greater depth, combining verbs, opinions, negation and topic-specific language. This prepares pupils for more complex, sustained communication and greater independence in language use as they progress further.</p>
Summer	<p>Topic Name: Fruits NC: (link to National curriculum) Objectives: 1-12</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to begin to express their ideas and opinions orally and respond to spoken language using familiar vocabulary. Learning the topic of fruits provides a concrete and engaging context for early learners, while introducing the key opinion phrases “I like” and “I do not like” enables pupils to move beyond naming nouns to expressing personal preferences. This unit is sequenced early in the curriculum to build on pupils’ emerging vocabulary and introduce simple sentence structures that combine nouns with verbs. It develops confidence in speaking and listening while reinforcing pronunciation and recall. By expressing likes and dislikes, pupils begin to communicate meaningfully in Spanish, laying the groundwork for more complex opinion-based language in later units.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Recognise, recall and say up to ten fruits in Spanish. Use the opinion phrases “I like” and “I do not like” with increasing confidence. Express simple preferences by combining opinion phrases with nouns. Participate in basic speaking and listening activities involving familiar vocabulary. <p>Prior Learning:</p>	<p>Unit Title – At the Cafe NC: (link to National curriculum) Objectives: 1-12</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to engage in conversations, ask and answer questions, and use familiar vocabulary in practical, real-life contexts. The context of a Spanish cafetería provides a meaningful and motivating opportunity for pupils to apply previously learned language in a transactional situation. This unit is sequenced within the intermediate stage as it consolidates key grammar from earlier learning, including nouns, gender, determiners and plurality, while extending pupils’ ability to communicate with greater independence. By applying this knowledge to ordering food and drink, pupils develop confidence in both spoken and written communication. The focus on transactional language enables pupils to move from simple sentence construction to purposeful interaction, preparing them for more complex conversational exchanges in future learning.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Participate in a short role-play set in a Spanish cafetería. Ask for and order food and drink using appropriate transactional language. Use a wider range of vocabulary related to food and drink. Apply previously learned grammar, including gender, determiners and plural forms. 	<p>Topic Name: Clothes NC: (link to National curriculum) Objectives: 1-12</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to describe people and things, present ideas both orally and in writing, and develop an understanding of grammar to manipulate language. The familiar topic of clothing provides a meaningful context for pupils to communicate about themselves, while incorporating colour vocabulary strengthens their descriptive language. This unit is sequenced within the intermediate stage as it consolidates and brings together key grammatical knowledge developed across previous units, including nouns, gender, determiners, plurality, adjectival agreement and 1st person verb conjugation. By applying this knowledge in a new context, pupils deepen their understanding of how language works and increase their independence in constructing accurate sentences. This unit marks an important stage in progression, as pupils move towards greater fluency and confidence in producing extended spoken and written responses.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Describe what they are wearing using colour and clothing vocabulary. Construct full sentences using appropriate nouns, articles and adjectives. Apply adjectival agreement with increasing accuracy. Use 1st person verb forms to express what they are wearing. 	<p>Topic Name: Me in the World NC: (link to National curriculum) Objectives: 1-7, 9-12</p> <p>Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to develop intercultural understanding and broaden their awareness of the wider world, alongside building confidence in speaking, listening, reading and writing in the foreign language. Exploring Spanish-speaking countries provides pupils with meaningful cultural context, helping them understand that language is used by diverse communities globally. This unit is sequenced in the later stage of the curriculum as a culminating unit, drawing together and applying knowledge from across previous learning. Pupils revisit and consolidate key vocabulary and grammatical structures while learning about countries, currencies, flags, traditions and celebrations. This allows pupils to use their developing language skills in a broader cultural context, supporting deeper understanding and more purposeful communication. It reflects the National Curriculum requirement to foster curiosity and deepen understanding of the world.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> Identify and name a range of Spanish-speaking countries. Recognise key cultural elements such as flags, currencies and traditions. Use a range of previously learned vocabulary and structures to describe countries and cultural features.

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	<p>This unit is suitable for pupils at an early stage of language learning. However, it is recommended that pupils have:</p> <ul style="list-style-type: none"> Completed an introductory unit (e.g. Early Language: I Am Learning Spanish). Studied at least two additional early language units (such as Animals or Instruments) to ensure familiarity with core vocabulary and simple sentence patterns. <p>Curriculum Sequencing: This unit is positioned early in the long-term plan as it builds directly on vocabulary acquisition and introduces simple opinion structures. It supports progression from naming and recognising words to expressing personal responses, preparing pupils for more complex sentence construction and conversational skills in subsequent units.</p>	<ul style="list-style-type: none"> Present what they would like to eat and drink both orally and in writing. <p>Prior Learning: Pupils should:</p> <ul style="list-style-type: none"> Have completed a range of early language units. Be able to recall and use core vocabulary (e.g. colours, numbers, greetings, simple questions). Demonstrate an understanding of key grammatical concepts such as gender, determiners and plurality. Have completed intermediate units such as Presenting Myself, My Family and The Classroom to ensure readiness for extended communication. <p>Curriculum Sequencing: This unit is positioned within the intermediate phase as it consolidates and applies prior knowledge in a practical, communicative context. It emphasises real-life language use and interaction, supporting progression from controlled sentence building to more fluent and independent spoken exchanges, and preparing pupils for further transactional and conversational language in later units.</p>	<ul style="list-style-type: none"> Present their ideas both orally and in written Spanish with growing confidence. <p>Prior Learning: Pupils should:</p> <ul style="list-style-type: none"> Have completed a range of early language units. Be able to recall and use core vocabulary (e.g. colours, numbers, greetings, simple questions). Demonstrate an understanding of key grammatical concepts such as gender, determiners and plurality. Have completed intermediate units such as Presenting Myself and at least two others (e.g. My Family, My Home, The Classroom or The Date). <p>Curriculum Sequencing: This unit is positioned within the intermediate phase as a consolidation and application unit, drawing together multiple strands of prior learning. It supports progression by enabling pupils to use a wider range of grammar and vocabulary accurately in extended sentences, preparing them for more complex descriptive and expressive language in later units.</p>	<ul style="list-style-type: none"> Demonstrate an awareness of cultural similarities and differences. Apply speaking, listening, reading and writing skills in a cross-curricular context. <p>Prior Learning: Pupils should:</p> <ul style="list-style-type: none"> Have completed a wide range of early and intermediate language units. Be able to confidently recall core vocabulary (e.g. colours, numbers, days, months, greetings, personal details). Demonstrate a secure understanding of key grammatical concepts, including gender, determiners, plurality, adjectival agreement, negation, possessive adjectives, conjunctions, and use of both 1st and 3rd person verb forms. Have completed intermediate units such as <i>Presenting Myself, My Family, My Home, The Classroom</i>, and a progressive unit such as <i>At School</i>. <p>Curriculum Sequencing: This unit is positioned at the later stage of the long-term plan as a consolidation and enrichment unit. It brings together vocabulary, grammar and communication skills developed across the curriculum and applies them in a cultural context. This supports pupils in making connections across their learning, increasing fluency and confidence, and preparing them for the transition to more advanced language study.</p>
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<p>Unit Title - I Know How</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to develop accurate pronunciation, express ideas, and begin to manipulate language to create new sentences. Learning a range of familiar activities within the structure of “I can” and “I cannot” introduces pupils to both affirmative and negative sentence forms, which is a key step in developing more flexible language use. This unit is sequenced at an early stage in the curriculum as it builds directly on pupils’ prior vocabulary and simple sentence knowledge while introducing negation. The inclusion of conjunctions enables pupils to extend their responses beyond single phrases, supporting the development of more complex and meaningful communication. This progression helps pupils move from basic sentence construction towards combining ideas, laying strong foundations for future grammar and sentence-building.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise, recall and use up to ten familiar activities in Spanish. • Understand and use both affirmative and negative sentence structures (e.g. “I can”, “I cannot”). • Build more complex sentences by combining clauses using simple conjunctions. • Develop confidence in speaking and listening through structured activities. <p>Prior Learning: This unit is suitable for pupils at an early stage of language learning. However, it is recommended that pupils have:</p> <ul style="list-style-type: none"> • Completed an introductory unit (e.g. Early Language: I Am Learning Spanish). • Studied at least two additional early language units (such as Animals, Instruments, Fruits or Vegetables) to ensure familiarity with core vocabulary and simple sentence patterns. <p>Curriculum Sequencing: This unit is positioned within the early stages of the long-term plan as it introduces negation and extends sentence structure. It builds on prior learning by enabling pupils to express both positive and negative ideas and link them, supporting progression towards more independent and creative language use in later units.</p>	<p>Unit Title: What is the weather?</p> <p>Unit Overview (Aligned to National Curriculum) Purpose and Rationale (Why this, why now): This unit supports the National Curriculum aim for pupils to develop their ability to understand and respond to spoken and written language, describe people, places and things, and present ideas orally. Learning to describe the weather provides a practical and engaging context for communication, while also strengthening links with geography through map work and compass points. This unit is sequenced within the intermediate stage as it builds on pupils’ prior vocabulary and grammatical understanding, enabling them to apply familiar structures in a new and meaningful context. The inclusion of weather expressions introduces pupils to impersonal verb structures and broadens their descriptive language. By linking language learning with geographical knowledge, pupils deepen both their linguistic skills and their cultural awareness, supporting cross-curricular learning.</p> <p>End of Unit Outcomes: By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise, recall and use key weather expressions in Spanish. • Describe different types of weather using simple sentence structures. • Present a basic weather forecast orally. • Apply previous knowledge of grammar and vocabulary to a new topic. • Develop an understanding of geography links, including map work and compass directions. <p>Prior Learning: Pupils should:</p> <ul style="list-style-type: none"> • Have completed a range of early language units. • Be able to recall and use core vocabulary (e.g. colours, numbers, greetings, simple questions). • Demonstrate an emerging understanding of grammatical concepts such as gender, determiners and plurality. • Have completed an intermediate unit such as <i>Presenting Myself</i> to ensure confidence in basic sentence construction. <p>Curriculum Sequencing: This unit is positioned within the intermediate phase as it extends pupils’ descriptive language and introduces new grammatical structures in a cross-curricular context. It builds on prior knowledge while encouraging more fluent spoken presentation, preparing pupils for further extended speaking and topic-based communication in later units.</p>		
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