

Banks Road Primary School

Modern Foreign Languages Long Term Curriculum Plan



Year Group	Autumn Term		Spring Term		Summer Term	
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Self, family and friends (Colours/Body) <ul style="list-style-type: none"> Produce basic greetings Ask and answer questions: name, feelings, where you live, age, what colour Produce 1-10 in and out of order and match to digit Say how many there are of something Produce 6 colours Produce 8 body parts Read, show understanding and match body words to images independently Write and say body words using a model Write body words [and articles] from memory with understandable accuracy 	School Life (Class Objects) <ul style="list-style-type: none"> Ask and answer questions: name, others' names, feelings, where you live, age, colour Produce 1-20 in and out of order Produce number bonds to 20 Recall 8 body parts Recall 11 colours Read and show understanding of 11 written colours Respond correctly to instructions Produce classroom objects Read and show understanding of classroom objects Write classroom objects from memory [missing vowels] Perform a class objects song, recognising sounds and rhymes Recognise 'll', 'z' phoneme Compare Spanish Christmas to British 	The World Around Us (Birthdays) <ul style="list-style-type: none"> Read, ask and answer questions: name, others' names, feelings, where you live, age, what colour, birthday Respond to instructions Recall 1-20 independently Produce 21-31 in order Recognise odd/even numbers to 31 Read and show understanding of written 1-10 Produce days and months Rehearse and say own birthday Read and show understanding of days/ months Write birthdays using a word bank/ from memory Perform days/ months/ birthday songs Recognise, 'ie' and 'j' phonemes and 	Animals and Home Environments (Animal Descriptions) <ul style="list-style-type: none"> Ask and answer questions: name, others' names, feelings, where you live, age, birthday, pets, what colour is/ now many ...? Read and show understanding of familiar, written questions Recall colours independently Produce 1-39 in order Say the animal you have Describe a pet/ animal [colour, size, personality] Read and recognise animal descriptions Join in with an animal themed song/ story Recognise 'll', 'ie', 'rr', 'ñ' phonemes Copywrite questions by reordering words Recognise word classes and adjectival position and agreement 	Leisure (Sport and Opinions) <ul style="list-style-type: none"> Ask and answer questions: name, others' names, feelings, where you live, age, birthday, pets, colour Use strategies to memorise opinion/sport/ number vocabulary Produce numbers 1-39 (Y3 Spring 2) in and out of order and backwards Express opinions about sports Read and recognise sport/ opinion phrases in written form Write sport/ opinion phrases from memory Practise and perform a song Recognise 'ce' 'ci' phoneme Recognise connectives and variants of definite article 	Summer (Handa's Surprise) <ul style="list-style-type: none"> Ask and answer questions: name, others' names, feelings, where you live, age, birthday, pets, what colour is/sport/ animal/ fruit you like...? Use strategies to memorise fruit/ animal/ number vocabulary Produce 1-39 in order, backwards (Y3 Spring 2/ Summer 1) and in calculations Produce exotic fruit nouns Produce wild animal nouns Describe colour (Y3 Aut1/2) of fruit/ wild animals Read and recognise fruit/ animal nouns Write animal and fruit/ opinion sentences using a language scaffold (Y3 Sum 1) Write animal and fruit/ opinion

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	<ul style="list-style-type: none"> Perform a body song Recognise word classes and masc/fem articles Recognise, 'j,' silent 'h' phonemes 		pronounce accurately when modelled			<p>sentences from memory (Y3 Sum 1)</p> <ul style="list-style-type: none"> Join in with a story/act out a story and show understanding of words Revise ce, ñ, j, v, z phonemes Recall the correct definite articles for fruit and animals. Use connectives
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	Self, family and friends (Descriptions) <ul style="list-style-type: none"> Ask and answer personal questions Name colours from memory Name body parts from memory Ask for and state eye colour Listen and show understanding of sentences describing eye colour Ask about and describe hair Read and show understanding of sentences describing hair 	School Life (School objects/Opinions) <ul style="list-style-type: none"> Ask and answer personal questions Repeat, recognise and produce school subjects Recognise the difference in gender of school subjects Read aloud and pronounce words for school subjects correctly Read and show understanding of written words for school subjects Use genders for school subjects correctly Ask and state which subjects you study at school 	The World Around Us (Weather/Seasons) <ul style="list-style-type: none"> Ask and answer questions on a range of topics Make a positive sentence negative Repeat, recognise and produce weather conditions Join in with an action song about the weather, months or numbers Listen and show understanding of sentences about the weather Read aloud and pronounce weather phrases accurately Read silently and show understanding of weather phrases 	Animals and Home Environments (Habitats) <ul style="list-style-type: none"> Ask and answer questions on a range of topics Make positive sentences negative Recall domestic, zoo and wild animals Repeat, recognise and produce words for animals and habitats Join in with an action song (Una Sardina/Old McDonald/Old lady who swallowed a fly) Read aloud and pronounce words for animals/habitats correctly Read silently and show understanding of words for animals/habitats. 	Leisure (Sports) <ul style="list-style-type: none"> Ask and answer questions on a range of topics Produce sports and simple opinions from memory Join in with the words of a song about sports Ask and say what your favourite sport is Say why you like/dislike certain sports Listen/read and show understanding of which sports are liked/disliked and why Ask and say which sports you play or do (yo juego/practico) Produce days of the week 	Café <ul style="list-style-type: none"> Ask and answer questions on a range of topics Recall fruits Repeat, recognise and produce drink items for a picnic Repeat, recognise and produce sandwich fillings and snacks Repeat, recognise and produce ice cream flavours Show understanding of word order, make nouns plural Listen and recognise the price of picnic items Copy words for food and drink items accurately

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<ul style="list-style-type: none"> • Show understanding of word order • Show understanding of agreement of adjectives • Produce sentences orally about eyes and hair (with support) • Copy sentences accurately containing familiar words • Produce written sentences about eyes and hair • Ask and say how many brothers and sisters you have (from memory) • Listen/read and show understanding of sentences about brothers and sisters • Copy sentences accurately about brothers and sisters • Use verbs (1st, 2nd and 3rd person singular) in the present tense (tener) 	<ul style="list-style-type: none"> • Ask for and state favourite subject (colour, animal, sport or fruit) • Name simple opinions from memory • Ask for and express opinions about school subjects (colours - Y3 Autumn 1 + 2, animals – Y3 Spring 2 + Summer 2, sports- Y3 Summer 1 and fruits- Y3 Summer 2) • Produce sentences giving simple opinions about school subjects • Produce written sentences giving opinions about school subjects • Use verbs (1st, 2nd and 3rd person singular – odiar, ser, estudiar, 3rd person plural – gustar, encantar) in the present tense • Repeat, recognise and produce the letter sounds of the Spanish alphabet • Ask for and state the time (on the hour) • Ask for and state the time (half past) • Read aloud and pronounce words for numbers 1 -20 correctly 	<ul style="list-style-type: none"> • Copy weather phrases accurately • Name months of the year from memory • Repeat and recognise words for the seasons • Say what the weather is like in different months/seasons • Use en/au correctly in sentences • Produce written sentences describing the weather in each month of the year/season (with support/independentl y) • Listen and show understanding of familiar words in a story • Read familiar words aloud in a story • Use the gender of nouns correctly • Use verbs (1st, 2nd and 3rd person singular) in the present tense (hacer, haber) [and present continuous – está + weather] • Make a positive sentence negative (no hace, no está, no hay) • Repeat, recognise and produce multiples of 10 to 60 	<ul style="list-style-type: none"> • Listen or read and show understanding of sentences about where different animals live • Produce spoken and written sentences about where animals live (with support/independentl y) • Recall colours and other adjectives used to describe animals • Produce spoken and written sentences describing animals and where they live (with support/independentl y) • Recognise and use gender of nouns correctly (indefinite-definite articles) • Use verbs (1st, 2nd and 3rd person singular) in the present tense (vivir) • Use numbers 1 – 69 – count forwards, backwards, add and subtract) • Recall and produce the phonemes: 'll' 'j' 'rr' 'ñ' 'v' 'ce' 	<ul style="list-style-type: none"> • State which sports you do on different days of the week • Listen/read and show understanding of sentences about which sports you play/do • Produce written sentences about which sports you play or do (with support or independently) • Use verbs (1st, 2nd and 3rd person singular) in the present tense (gustar, encantar, odiar, ser, jugar, practicar) • Count forwards, backwards, in odds and evens 1 – 69 • Recognise and produce numbers out of sequence 1 – 69 • Add, subtract, multiply and divide 2 numbers 1 – 69 • Recognise and produce the sounds: 'jue', 'ci', 'ce' 	<ul style="list-style-type: none"> • Ask and say how much an item costs in euros • Ask for an item of picnic food or drink in a shop • Write items of picnic food and drink from memory • Use reference material to find food and drink items • Join in with an action song asking for items of picnic food and drink • Use verbs (1st, 2nd and 3rd person singular) in the present tense (Querer) • Divide one number by another 1 – 69 • Double and halve numbers 1 – 69 • Recognise and produce numbers in the 5x table • Recognise and produce the phonemes: j, ll, z, h
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	<ul style="list-style-type: none"> Use numbers 1 – 39 Recognise and produce the phonemes – ‘rr’, ‘ñ’, ‘z’, ‘v’ 	<ul style="list-style-type: none"> Read and show understanding of written words for numbers 1 -20. Recognise and produce the phonemes ‘ge’, ‘gi’, ‘ci’, ‘ce’ 	<ul style="list-style-type: none"> Recognise and produce the phonemes: ‘h’, ‘ay’ ‘ie’ ‘ce’ 			
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	Self, Family and Friends (Illness/ Family) <ul style="list-style-type: none"> Read, ask and answer questions in first and third person Use context and prior knowledge to determine the meaning of words Produce parts of the body Produce family members and descriptions Recognise the different articles for nouns and when to use them [el, la, los, las] Follow the text of a familiar song, identifying the meaning of words 	School Life (Clothes and Seasons) <ul style="list-style-type: none"> Ask/ answer/ read more questions including the time and clothing worn in first and third person Use context and prior knowledge to determine meaning of words Recall colours Produce complex sentences involving seasons (Y4 Spring 1)/colours (Y3 Aut 1/2)/ clothing using a language scaffold Recall the word order and agreement of colour adjectives (Y3 Spring 2/ Y4 Aut 1) Use the correct form of the third person singular and plural of 'ser' and 'llevar' Use a language scaffold to present spoken information 	The World Around Us (Transport) <ul style="list-style-type: none"> Ask and answer more complex familiar questions with a scaffold of responses Use context and prior knowledge to determine meaning of words Start to predict the pronunciation of unfamiliar transport nouns using knowledge of phonemes Show understanding of spoken complex sentences about transport and reasons Say longer sentences in first and third person [singular and plural] in the positive and negative to answer to transport question, using a scaffold of responses 	Home Environment (Rooms/Furniture/Prepositions) <ul style="list-style-type: none"> Ask/ answer more complex familiar questions using a scaffold of responses Read and show understanding of written questions and answers Write questions using a scaffold Use context and prior knowledge to predict meaning and pronunciation of unfamiliar words Create, rehearse and present complex sentences about rooms/ bedroom items/ prepositions using a scaffold Listen and show understanding of complex sentences about rooms/ 	Leisure (Hobbies and opinions) <ul style="list-style-type: none"> Show understanding of spoken complex sentences about family/ opinions/ hobbies/reasons Ask and answer more complex, familiar questions with a scaffold of responses Say more complex answers to the questions, ‘¿Qué haces en tu tiempo libre/ qué hace tu padre...etc ?’ using a scaffold of responses Recognise the phonemes, ‘ó, ú, qu, é, ie’ and recall others previously learnt in Y5 Predict the pronunciation of cognate musical instruments/ reasons using knowledge of phonemes 	Summer (Countries and Nationalities) <ul style="list-style-type: none"> Ask/ answer more complex familiar questions with a scaffold of responses Read and show understanding of written questions and answers Write questions using a scaffold/ independently Use context and prior knowledge to predict meaning and pronunciation of unfamiliar words Listen and show understanding of complex sentences about countries/ nationalities/ weather (Y4 Spring 1) Create, rehearse and present complex sentences about countries/nationalities

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	<ul style="list-style-type: none"> Show understanding of and recognise the difference between me duele(n) AND no me duele(n) and le duele(n) Produce sentences about pain in parts of the body Read and show understanding of complex sentences which include family/ body vocabulary Write longer sentences, using familiar family/ body vocabulary, using a language scaffold Write longer sentences from memory with understandable accuracy Recognise and produce the phonemes – ‘ue’ and silent ‘h’ Use numbers 1-60, all calculations 	<p>and descriptions about seasons/time/ colours (Y3/4)/ clothing, based on a photo or image</p> <ul style="list-style-type: none"> Read and show understanding of colour agreement and clothing items in complex sentences Read and pronounce words correctly, using prediction based on previous knowledge Recall the phonemes, ‘ll / ca / ce / cu’ Follow the text of a story and begin to read aloud Write season/ time/ colour (Y3/4)/ clothing descriptions using a language scaffold Write season/ time/ colour (Y3/4)/ clothing descriptions from memory Recall 1-69 in and out of order 	<ul style="list-style-type: none"> Read and show understanding of written complex transport and reasons sentences and related answers Write longer transport and reasons sentences using a language scaffold Write longer transport and reasons sentences from memory with understandable accuracy Recognise the phoneme, ‘o’ Predict the pronunciation of unfamiliar words using the phoneme ‘o’ Use correct preposition before transport nouns. Use the negative form Produce multiples of ten (Y4/5), to 100 independently in and out of order 	<p>bedroom items/ prepositions</p> <ul style="list-style-type: none"> Read and show understanding of complex sentences about rooms/ bedroom items/ prepositions Write and say longer sentences about rooms/ bedroom items using a scaffold Write and say longer sentences about rooms/ bedroom items from memory Recognise and produce the phonemes ‘co’ ‘j’ and all previous phonemes Read and show understanding of multiples of ten to 100 Write multiples of 10 to 100 with a scaffold or from memory Recall 1-100 in and out of order Follow the simple text of a story Use first and second person singular possessive pronouns Correctly combine preposition endings with following article 	<ul style="list-style-type: none"> Read and show understanding of complex sentences about family/ opinions/ hobbies/ reasons Use context and prior knowledge to determine meaning of words Write longer family/ opinion/ hobby/ reason sentences using a language scaffold Write longer family/ opinion/ hobby/ reason sentences from memory with understandable accuracy Use correct possessive pronoun, preposition+ article combination. Say sentences in first/ third person and in the negative (Y4/5). Use of ‘a’ before a person with gustar. Count 1-100 independently, in order 	<p>s/ weather with a language scaffold</p> <ul style="list-style-type: none"> Read and show understanding of complex sentences [countries/nationalities/ weather Write and say longer sentences about countries/nationalities/ weather using a scaffold Write and say longer sentences about countries/ nationalities/ weather from memory Follow the simple text of a story Recognise and produce the phonemes ‘ce’, ñ, ‘rr’ ‘v’ and ‘z’ and all previous Y5 phonemes Use the correct form of the third person singular; use the [correct] definite article/ preposition before countries Recall 1-100 in and out of order (Y5 Spring 2, Sum1)
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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6	<p>Self, family and friends (Family/Jobs)</p> <ul style="list-style-type: none"> • Ask and answer several personal questions using first 3 parts of verbs and recognise them in their written form • Use first person of verb 'to have' to talk about family, feelings and illness • Produce names of family and jobs orally and in writing including definite and possessive pronoun • Use a dictionary to extend vocabulary of jobs • Listen to and translate into English sentences about jobs • Speak in sentences about families and jobs using first three parts of the verb 'to be' • Write sentences/a 	<p>School Life (School routine/Time)</p> <ul style="list-style-type: none"> • Talk at length about oneself • Listen to and show understanding of a paragraph containing personal information in 1st person • Write a paragraph about oneself • Recognise and say the time • Produce sentences about likes and preferences of school subjects (Y4 autumn 2) and say why (Y4/Y5 summer 1) • Analogue time (Y4/5 autumn 2) –including minutes to and past • Produce sentences orally describing school routine with times • Recognise school routines and times in written word • Use a dictionary to find the meaning of unknown language • Write sentences about school routines and times • Recognise and produce orally phonemes, 'ci, cu, h, qu, e, ei, ie, v, ll, gi' 	<p>The World Around Us (Town/Directions)</p> <ul style="list-style-type: none"> • Read, ask and answer questions • Use third person to give some information about others • Talk in complex sentences about where you or someone else lives • Recall rooms of the house and say what rooms there are in your house • Recognise the written words for places in a town/ directions/ prepositions • Spell places in a town/ directions/ prepositions from memory • Write a series of sentences about what there is to do in one's city • Predict the pronunciation of unfamiliar language • Give directions using the imperative and prepositions • Listen and show understanding of someone else giving directions • Recognise written sentences containing 	<p>Animals and Home Environments (Haunted Castle Story)</p> <ul style="list-style-type: none"> • Read, ask and answer questions • Recall jobs (Y6 autumn 1), family members (Y5 autumn 1/summer 1), rooms in the house and prepositions (Y5 spring 2, Y6 spring 1) • Follow a story, joining in with key phrases • Decipher meaning from longer sentences/paragraphs using clues/cognates and dictionaries • Recognise and produce ci, j and ll phonemes and use the knowledge to predict pronunciation of unknown words • Listen and show understanding of complex sentences • Say a sentence about a character in the story • Produce verbally some complex sentences about a character, expressing opinions and ideas about who the murderer might be. 	<p>Summer (Café)</p> <ul style="list-style-type: none"> • Ask and answer personal questions and express opinions • Read and write personal questions and create own questions by manipulating verbs and question words • Use the first three parts of the verbs 'ser, estar and tener' • Speak in a paragraph about oneself and a third person • Identify patterns of language and link sounds to spelling • Use a bi-lingual dictionary to find the meaning of words and understand their meaning in a café context • Recognise and produce the names of food and drink (Y4, summer 2) • Recognise and use the new verbs 'to eat' and 'to drink' in the first three pronouns and with the negative • Use adverbs in sentences about eating habits • Write words for food and drink from memory drawing on knowledge of phonemes • Read and show understanding of a series of complex sentences using familiar café language • Take part in a café role play expressing opinions • Ask for clarification of items on a menu • Write a café role play substituting words and using dictionaries • Recognise and say prices in euros and manipulate numbers up to 1,000
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	<p>paragraph about family and the jobs they do</p> <ul style="list-style-type: none"> Recall body parts in sentences about pain Take part in a role play in the doctor's surgery-manipulating language to create different dialogues Write a role play in the doctor's surgery-manipulating language to create different dialogues Recognise and produce the phonemes – co, ca, cí, ue Recall 1-100 in random order and match to digit 	<ul style="list-style-type: none"> Use verbs [including reflexive] correctly in the first person singular and the negative Recognise 1-100 in written words 	<p>prepositions and directions</p> <ul style="list-style-type: none"> Write sentences about where things are in relation to others, using prepositions Recognise phonemes 'v, ñ, z, qu, ci, ce,' stress accents Numeracy: Recognise and produce numbers to 1,000,000 orally and in written word 	<ul style="list-style-type: none"> Write a character description in third person using a dictionary if necessary Write a sentence about a character from the story from memory Recognise the difference in both spelling and sound, between masculine and feminine endings. Recognise and produce numbers to 10,000 	
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