http://www.rachelhawkes.com/Resources/Yr3/Yr3.php

MfL Spanish	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3 and Y4 (Y3 Content from Scheme)	**Spanish Basics** Spanish greetings. Starting with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these. Revisit: Classroom instructions and pronunciation.		**Animals and Colours** The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult. The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but). Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources. Revisit: Spanish basics: greetings, numbers and how to ask and answer common questions.		**Memory and Performance** This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take some video of your pupils' performances or have the most confident perform in assembly! Revisit: Spanish basics, animals and colours. Application to retelling the story of The Very Hungry Caterpillar.	
Y5 and Y6 (Y4 Content from Scheme)	**Numbers, Calendar and Celebrations** This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations. Revisit: Spanish Basics – greetings, how to ask and answer common questions.		**Art Project – Shapes + Miró** This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso). Revisit: Animals and Colours – key words and phrases.		**Family** During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip'. They learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are). Revisit: Numbers, calendar and celebrations – keywords and phrases.	