



# Woodlands Park Primary and Nursery School

## MFL : Spanish Curriculum Map



Following Twinkl from start of year 3 (no prior exposure)

Term	Years 3 (Robins)	Year 4 (Foxes)	Years 5 (Otters)	Years 6 (Wolves)
Autumn 1	<p><b><u>Hello!</u></b> Engage in conversations, ask and answer questions in the context of greeting people. To greet people in different ways.</p> <p><b><u>What's Your Name?</u></b> Engage in conversations, ask and answer questions in the context of introducing yourself.</p> <p><b><u>How Are You?</u></b> Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations, ask and answer questions in the context of talking about how you are. To discuss how I am feeling.</p> <p><b><u>Goodbye!</u></b> Engage in conversations, ask and answer questions in the context of saying goodbye. • To choose appropriate phrases for the situation.</p> <p><b><u>Numbers 0-10</u></b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p><b><u>How Old Are You?</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p><b><u>Where Do You Live?</u></b> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of where people live.</p> <p><b><u>In My Town</u></b> To listen attentively to spoken language and show understanding by joining and responding in the context of describing our town.</p> <p><b><u>Counting in Tens</u></b> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting in tens.</p> <p><b><u>Counting to 100</u></b> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting to 100.</p> <p><b><u>My Address</u></b> To present ideas and information orally to a range of audiences in the context of giving your address.</p> <p><b><u>How Do You Say...?</u></b> To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of researching vocabulary in categories.</p>	<p><b><u>Welcome Back!</u></b> To read carefully and show understanding of words, phrases and simple writing in the context of revising what they have learnt in Spanish so far.</p> <p><b><u>My Likes and Dislikes</u></b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of hobbies and activities.</p> <p><b><u>Who Do You Live With?</u></b> To engage in conversations; ask and answer questions in the context of talking about who you live with.</p> <p><b><u>Jobs</u></b> To present ideas and information orally in the context of jobs.</p> <p><b><u>What Are You Going To Do?</u></b> To understand basic grammar about the near future tense in the context of talking about what one will do for a living.</p> <p><b><u>Let Me Introduce Myself</u></b> To present ideas and information orally to a range of audiences in the context of describing yourself.</p>	

<p><b>Autumn 2</b></p>	<p><b><u>Classroom Instructions</u></b> Listen attentively to spoken language and show understanding by joining in and responding; in the context of giving and following classroom instructions.</p> <p><b><u>Parts of the Body</u></b> Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language; in the context of naming body parts.</p> <p><b><u>Actions</u></b> Listen attentively to spoken language and show understanding by joining in and responding; in the context of everyday actions.</p> <p><b><u>Colours</u></b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of naming colours.</p> <p><b><u>Clothes: What's in the Wardrobe?</u></b> Broaden their vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary; Understand basic grammar of feminine and masculine nouns; in the context of clothing.</p> <p><b><u>Clothes: What Are You Wearing?</u></b> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; Understand basic grammar of feminine and masculine nouns; in the context of clothing.</p>	<p><b><u>Transport</u></b> To present ideas and information orally to a range of audiences in the context of types of transport.</p> <p><b><u>How Do You Go to School?</u></b> To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of how people travel to school.</p> <p><b><u>Directions</u></b> To develop accurate pronunciation and intonation, so that others understand when they are reading aloud or using familiar words and phrases in the context of giving directions.</p> <p><b><u>I like to Move It!</u></b> To describe people, places, things and actions orally and in writing in the context of instructions containing actions and directions.</p> <p><b><u>How Do I Get To...?</u></b> To engage in conversations; To ask and answer questions in the context of travelling around a town.</p> <p><b><u>We All Go Together</u></b> To understand basic grammar appropriate to language, (conjugation of high-frequency verbs) in the context of talking about travel</p>	<p><b><u>The Body</u></b> To listen attentively to spoken language and show understanding by joining in and responding in the context of body parts.</p> <p><b><u>What Do I Look Like?</u></b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of describing yourself.</p> <p><b><u>What Are You Doing?</u></b> To describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school.</p> <p><b><u>Fashion</u></b> To understand basic grammar appropriate to the language being studied in the context of describing what someone is wearing.</p> <p><b><u>How Are You Feeling Today?</u></b> To understand basic grammar; key features and patterns of the language; how to apply these in the context of talking about feelings.</p> <p><b><u>What's the Matter?</u></b> To understand basic grammar appropriate to the language being studied in the context of talking about ailments.</p>	
<p><b>Spring 1</b></p>	<p><b><u>The Greedy Mouse</u></b> To appreciate stories, songs, poems and rhymes in the language in the context of food</p> <p><b><u>Please May I Have?</u></b></p>	<p><b><u>Fruit</u></b> To engage in conversations; ask and answer questions; express opinions and respond to those of others in the context of asking and answering whether you like certain fruit.</p>	<p><b><u>I'm Thirsty</u></b> To engage in conversations; ask and answer questions in the context of a role play about hot and cold drinks.</p> <p><b><u>Open and Closed</u></b></p>	<p>•</p>

	<p>To understand key features and patterns of basic grammar in the context of food.</p> <p><b><u>Preferences</u></b> To understand key features and patterns of basic grammar in the context of stating preferences about food.</p> <p><b><u>What Colour Is It?</u></b> To describe people, places, things and actions orally and in writing in the context of describing food by colour.</p> <p><b><u>Describing Food</u></b> To describe people, places, things and actions orally and in writing in the context of describing objects using adjectives.</p> <p><b><u>I'm Hungry!</u></b> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.</p>	<p><b><u>Vegetables</u></b> To understand basic grammar appropriate to the language being studied in the context of shopping for vegetables.</p> <p><b><u>Clothes</u></b> To understand basic grammar appropriate to the language being studied in the context of describing the colour of clothes.</p> <p><b><u>Where Can I Buy?</u></b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of asking and answering questions about where you can buy certain items.</p> <p><b><u>Money</u></b> To engage in conversations; ask and answer questions; express opinions and respond to those of others in the context of a shopper and shopkeeper role play.</p> <p><b><u>Let's Go Shopping!</u></b> To engage in conversations; ask and answer questions; express opinions and respond to those of others in the context of role-play: shopper and shopkeeper.</p>	<p>To read carefully and show understanding of words, phrases and simple writing in the context of opening and closing times of a restaurant.</p> <p><b><u>Breakfast</u></b> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of breakfast items.</p> <p><b><u>Sandwiches</u></b> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of describing preferred sandwich types.</p> <p><b><u>I Like to Eat</u></b> To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of describing food.</p> <p><b><u>Pizzas</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of ordering food at a restaurant.</p>	
Spring 2	<p><b><u>Meet My Family</u></b> Present ideas and information orally to a range of audiences in the context of family.</p> <p><b><u>Have You Got Any Pets?</u></b> Understand basic grammar, including the conjugation of high-frequency verbs; engage in conversations; ask and answer questions; in the context of pets.</p> <p><b><u>The Alphabet</u></b> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Develop accurate pronunciation and intonation so that others</p>	<p><b><u>United Kingdom</u></b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of countries and capitals of the United Kingdom.</p> <p><b><u>Where Is Spanish Spoken?</u></b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of Spanishspeaking countries and their capital cities.</p> <p><b><u>The Equator</u></b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of</p>	<p><b><u>Meet the Family</u></b> To understand basic grammar appropriate to the language being studied in the context of describing someone else's family.</p> <p><b><u>At the Farm</u></b> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of farm animals.</p> <p><b><u>What's Your Favourite Animal?</u></b> To describe people, places, things and actions orally and in writing in the context of describing farm animals.</p>	

	<p>understand when they are reading aloud or using familiar words and phrases; in the context of the alphabet.</p> <p><b><u>What's Their Name?</u></b> Understand basic grammar and conjugate high-frequency verbs; Write phrases from memory, and adapt these to create new sentences, to express ideas clearly; in the context of introducing people.</p> <p><b><u>How Do You Spell...?</u></b> Speak in sentences using familiar vocabulary, phrases and basic language structures; Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of spelling familiar words and names.</p> <p><b><u>Let's Recap!</u></b> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of talking about family and friends.</p>	<p>talking about the location of different countries.</p> <p><b><u>Continents</u></b> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of countries and continents.</p> <p><b><u>Animals</u></b> To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of animals in the zoo.</p> <p><b><u>Which Continent Is It From?</u></b> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of animals around the world.</p>	<p><b><u>I Live In A...</u></b> To present ideas and information orally to a range of audiences in the context of describing their homes.</p> <p><b><u>In My House</u></b> To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of talking about your house.</p> <p><b><u>What Can I Say?</u></b> To present ideas and information orally to a range of audiences in the context of talking about yourself, your home, your family and animals.</p>	
<p><b>Summer 1</b></p>	<p><b><u>What's in the Classroom?</u></b> Understand basic grammar, including: feminine and masculine forms; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English in the context of talking about what's in the classroom.</p> <p><b><u>What's in Your Pencil Case?</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of describing the contents of a pencil case.</p> <p><b><u>School Subjects</u></b> Engage in conversations; ask and answer questions; express opinions; in the context of talking about school subjects.</p>	<p><b><u>O'Clock and Half Past</u></b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time.</p> <p><b><u>My Day</u></b> To speak in sentences using familiar vocabulary, phrases and basic structures in the context of saying the times of daily activities.</p> <p><b><u>What's on TV?</u></b> To engage in conversations; ask and answer questions in the context of looking at a TV schedule.</p> <p><b><u>Quarter Past and Quarter To</u></b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time.</p>	<p><b><u>Where Are They?</u></b> To understand basic grammar appropriate to the language being studied (conjugation of the verb 'estar' and preposition 'al lado de'); how to apply these, for instance, to build sentences in the context of using prepositions to say where things are in the classroom.</p> <p><b><u>Where Are the Objects?</u></b> To read carefully and show understanding of words, phrases and simple writing in the context of describing the position of objects.</p> <p><b><u>My Favourite Subject</u></b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of school subject preferences.</p>	<p><b>Revision from Year 3-5 content</b></p>

	<p><b><u>PE Lesson</u></b> Listen attentively to spoken language and show understanding by joining in and responding; in the context of a PE lesson.</p> <p><b><u>Around Our School</u></b> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material; in the context of places around school.</p> <p><b><u>What Do You Like to Do?</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of school activities.</p>	<p><b><u>A School Day</u></b> To read carefully and show understanding of words, phrases and simple writing in the context of reading a school timetable.</p> <p><b><u>A Maths Lesson on Time</u></b> To listen attentively to spoken language and show understanding by joining in and responding in the context of a maths lesson on time.</p>	<p><b><u>Shapes</u></b> To engage in conversations; ask and answer questions in the context of a maths/Spanish lesson.</p> <p><b><u>Can I...?</u></b> To engage in conversations; ask and answer questions in the context of asking for permission about what can be done in the school.</p> <p><b><u>Answering Questions</u></b> To engage in conversations; ask and answer questions in the context of asking and answering questions about where classroom objects are.</p>	
<p>Summer 2</p>	<p><b><u>Counting up to 31</u></b> To explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting. To pronounce numbers 1-31 and understand how they are formed</p> <p><b><u>Days of the Week</u></b> Listen attentively to spoken language and show understanding by joining in and responding in the context of the days of the week. To identify, say in order and respond to the days of the week.</p> <p><b><u>Months</u></b> To read carefully and show understanding of words, phrases and simple writing; in the context of months of the year. To listen to, read and respond to the vocabulary about months.</p> <p><b><u>Birthdays</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates. To ask/answer questions about birthdays. <u>What's the Date?</u></p>	<p><b><u>The Seasons</u></b> To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of seasons and months.</p> <p><b><u>The Weather</u></b> To present ideas and information orally to a range of audiences, in the context of giving a weather forecast.</p> <p><b><u>Sports</u></b> To engage in conversations, ask and answer questions, express opinions and respond to those of others, in the context of sports.</p> <p><b><u>Holiday Destinations</u></b> To understand basic grammar appropriate to the language being studied, including 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, in the context of travel and holiday destinations.</p> <p><b><u>Holiday Activities</u></b> To speak in sentences, using familiar vocabulary, phrases and basic</p>	<p><b><u>Count with Me</u></b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of counting into thousands.</p> <p><b><u>I'm 500 Years Old</u></b> Children understand basic grammar appropriate to the language being studied, including the conjugation of high frequency verbs in the context of talking about age.</p> <p><b><u>Spanish History</u></b> Children understand basic grammar appropriate to the language being studied, including the conjugation of high-frequency verbs in the context of saying the date.</p> <p><b><u>What Year Was It?</u></b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of saying the year for an event in the history of Spain.</p> <p><b><u>I Was Born...</u></b> Children understand basic grammar appropriate to the language being studied, how to apply these, for</p>	<p><b>Revision from Year 3-5 content</b></p>

	<p>To use known language to present information about Spanish festival dates; in the context of talking about dates. To express/ask for dates in Spanish</p> <p><b><u>Yesterday, Today, Tomorrow</u></b></p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of saying the date. To begin to conjugate the verb 'to be' for past and future tense.</p>	<p>language structures, in the context of holiday activities.</p> <p><b><u>Holiday Survey</u></b></p> <p>To read carefully and show understanding of words, phrases and simple writing, in the context of studying the results of a holiday survey.</p>	<p>instance, to build sentences; and how these differ from or are similar to English in the context of discussing when and where you were born.</p> <p><b><u>Famous Lives</u></b></p> <p>Children understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of discussing people's lives.</p>	
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