



Woodlands Park Primary and Nursery School

MFL : Spanish Curriculum Map – CYCLE A

Following Twinkl



Term	Years 3 & Year 4 (Foxes)	Years 5 (Otters)	Years 6 (Wolves)
Autumn 1	<p>My town</p> <p><u>Where Do You Live?</u> 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><u>In My Town</u> To listen attentively to spoken language and show understanding by joining and responding in the context of describing our town.</p> <p><u>Counting in Tens</u> 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><u>Counting to 100</u> 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><u>My Address</u> To present ideas and information orally to a range of audiences in the context of giving your address.</p> <p><u>How Do You Say...?</u> 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>All about me</p> <p><u>Welcome Back!</u> 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><u>My Likes and Dislikes</u> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of hobbies and activities.</p> <p><u>Who Do You Live With?</u> To engage in conversations; ask and answer questions in the context of talking about who you live with.</p> <p><u>Jobs</u> To present ideas and information orally in the context of jobs.</p> <p><u>What Are You Going To Do?</u> To understand basic grammar about the near future tense in the context of talking about what one will do for a living.</p> <p><u>Let Me Introduce Myself</u> To present ideas and information orally to a range of audiences in the context of describing yourself.</p>	<p>Exploring a Spanish town</p> <p><u>Who lives where?</u> Children understand basic grammar appropriate to the language being studied, including the conjugation of high-frequency verbs in the context of talking about where someone lives.</p> <p><u>I go to school to Learn</u> resent ideas and information orally to a range of audiences in the context of discussing what you can do in your town.</p> <p><u>Where is the library?</u> Describe people, places, things and actions orally and in writing in the context of talking about the location of a place.</p> <p><u>Comparing towns</u> Describe people, places, things and actions orally and in writing in the context of comparing towns.</p> <p><u>I like my town</u> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of saying why you like a town.</p> <p><u>A town description</u> Present ideas and information orally to a range of audiences, in the context of describing a town.</p>
Autumn 2	<p>Let's Go!</p> <p><u>Transport</u> To present ideas and information orally to a range of audiences in the context of types of transport.</p> <p><u>How Do You Go to School?</u></p>	<p>The way we look</p> <p><u>The Body</u> To listen attentively to spoken language and show understanding by joining in and responding in the context of body parts.</p>	<p>At the shops</p> <p><u>Shopping conversations</u> Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of a shopping conversation.</p>

	<p>To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of how people travel to school.</p> <p><u>Directions</u> 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><u>I like to Move It!</u> To describe people, places, things and actions orally and in writing in the context of instructions containing actions and directions.</p> <p><u>How Do I Get To...?</u> To engage in conversations; To ask and answer questions in the context of travelling around a town.</p> <p><u>We All Go Together</u> To understand basic grammar appropriate to language, (conjugation of high-frequency verbs) in the context of talking about travel</p>	<p><u>What Do I Look Like?</u> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of describing yourself.</p> <p><u>What Are You Doing?</u> To describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school.</p> <p><u>Fashion</u> To understand basic grammar appropriate to the language being studied in the context of describing what someone is wearing.</p> <p><u>How Are You Feeling Today?</u> To understand basic grammar; key features and patterns of the language; how to apply these in the context of talking about feelings.</p> <p><u>What's the Matter?</u> To understand basic grammar appropriate to the language being studied in the context of talking about ailments.</p>	<p><u>Going Shopping</u> Children can listen attentively to spoken language and show understanding by joining in and responding, in the context of going shopping.</p> <p><u>All About Clothes</u> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases, in the context of describing clothes.</p> <p><u>Money</u> 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><u>Shopping</u> Lists Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of using shopping lists.</p> <p><u>A Shopping Experience</u> 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>
Spring 1	<p>Shopping</p> <p><u>Fruit</u> 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><u>Vegetables</u> To understand basic grammar appropriate to the language being studied in the context of shopping for vegetables.</p> <p><u>Clothes</u> To understand basic grammar appropriate to the language being studied in the context of describing the colour of clothes.</p> <p><u>Where Can I Buy?</u> 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><u>Money</u> 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><u>Let's Go Shopping!</u></p>	<p>Eating out</p> <p><u>I'm Thirsty</u> To engage in conversations; ask and answer questions in the context of a role play about hot and cold drinks.</p> <p><u>Open and Closed</u> 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><u>Breakfast</u> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of breakfast items.</p> <p><u>Sandwiches</u> 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><u>I Like to Eat</u> 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><u>Pizzas</u></p>	<p>Discovering Spain</p> <p><u>Neighbours</u> Children write phrases from memory, and adapt these to create new sentences to express ideas clearly in the context of learning about the neighbours of Spain.</p> <p><u>Distances</u> Children engage in conversations; ask and answer questions in the context of distances between towns.</p> <p><u>Directions</u> Children broaden their vocabulary and develop their ability to understand new words in the context of saying the direction one city is from another.</p> <p><u>Madrid</u> Children describe people, places, things and actions orally and in writing in the context of learning about Madrid.</p> <p><u>Famous People</u> 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><u>What Do You like to Do?</u> Children engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of talking about Spain.</p>

	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.	Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of ordering food at a restaurant.	
Spring 2	<p>The wider world</p> <p><u>United Kingdom</u> 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><u>Where Is Spanish Spoken?</u> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of Spanishspeaking countries and their capital cities.</p> <p><u>The Equator</u> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of talking about the location of different countries.</p> <p><u>Continents</u> 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><u>Animals</u> 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><u>Which Continent Is It From?</u> 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>My World</p> <p><u>Meet the Family</u> To understand basic grammar appropriate to the language being studied in the context of describing someone else's family.</p> <p><u>At the Farm</u> 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><u>What's Your Favourite Animal?</u> To describe people, places, things and actions orally and in writing in the context of describing farm animals.</p> <p><u>I Live In A...</u> To present ideas and information orally to a range of audiences in the context of describing their homes.</p> <p><u>In My House</u> 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><u>What Can I Say?</u> 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>At what time?</p> <p><u>Five-Minute Intervals</u> Children speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.</p> <p><u>At the Hotel</u> To describe people, places, things and actions orally and in writing, in the context of saying when things happen in a day.</p> <p><u>How Often...?</u> To understand basic grammar appropriate to the language being studied, including the conjugation of high-frequency verbs, key features and patterns of the language, in the context of using adverbs to explain routines.</p> <p><u>At the Airport</u> To understand basic grammar appropriate to the language being studied and how to apply this to build sentences, in the context of using adverbs.</p> <p><u>Arrivals and Departures</u> To read carefully and show understanding of words, phrases and simple writing, in the context of reading and interpreting airport information charts.</p> <p><u>Holiday Time</u> Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of telling the time within the topic of holidays.</p>
Summer 1	<p>My routine</p> <p><u>O'Clock and Half Past</u> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time.</p> <p><u>My Day</u> To speak in sentences using familiar vocabulary, phrases and basic structures in the context of saying the times of daily activities.</p> <p><u>What's on TV?</u> To engage in conversations; ask and answer questions in the context of looking at a TV schedule.</p>	<p>In the classroom</p> <p><u>Where Are They?</u> 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><u>Where Are the Objects?</u> To read carefully and show understanding of words, phrases and simple writing in the context of describing the position of objects.</p>	<p>Our wonderful world</p> <p><u>What Challenges Can I See?</u> To broaden vocabulary and develop ability to understand new words in the context of environmental challenges where you live.</p> <p><u>A Helping Hand</u> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of taking positive environmental actions.</p> <p><u>The Bigger Picture</u> To listen attentively to spoken language and show understanding by joining in and responding in the</p>

	<p><u>Quarter Past and Quarter To</u> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time.</p> <p><u>A School Day</u> To read carefully and show understanding of words, phrases and simple writing in the context of reading a school timetable.</p> <p><u>A Maths Lesson on Time</u> 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><u>My Favourite Subject</u> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of school subject preferences.</p> <p><u>Shapes</u> To engage in conversations; ask and answer questions in the context of a maths/Spanish lesson.</p> <p><u>Can I...?</u> 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><u>Answering Questions</u> To engage in conversations; ask and answer questions in the context of asking and answering questions about where classroom objects are.</p>	<p>context of positive environmental actions that some groups of people are going to take.</p> <p><u>Let's Work Together</u> To describe people, places, things and actions orally and in writing in the context of environmental challenges and positive actions to address them.</p> <p><u>Let's Make a Plan</u> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of environmental challenges and positive actions to address them.</p> <p><u>What Do You like to Do?</u> To present ideas and information orally to a range of audiences in the context of environmental challenges and positive actions to address them.</p>
Summer 2	<p><u>Free time</u></p> <p><u>The Seasons</u> 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><u>The Weather</u> To present ideas and information orally to a range of audiences, in the context of giving a weather forecast.</p> <p><u>Sports</u> To engage in conversations, ask and answer questions, express opinions and respond to those of others, in the context of sports.</p> <p><u>Holiday Destinations</u> 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><u>Holiday Activities</u> To speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of holiday activities.</p> <p><u>Holiday Survey</u> 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><u>Our past</u></p> <p><u>Count with Me</u> 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><u>I'm 500 Years Old</u> 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><u>Spanish History</u> 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><u>What Year Was It?</u> 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><u>I Was Born...</u> Children understand basic grammar 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 discussing when and where you were born.</p> <p><u>Famous Lives</u></p>	<p><u>To the next adventure</u></p> <p><u>Pronunciation Planet</u> To develop accurate pronunciation and intonation so that others can understand in the context of key Spanish sounds and spellings.</p> <p><u>Cultural Cosmonauts</u> To appreciate stories, songs, poems and rhymes in the context of cultural awareness.</p> <p><u>A World of Words</u> 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 language skills.</p> <p><u>Oracy in Orbit</u> To listen attentively to spoken language and show understanding by joining in and responding in the context of communication games and activities.</p> <p><u>Literacy Lift Off</u> To read carefully and show understanding of words, phrases and simple writing in the context of literacy activities. To feel more confident in my Spanish literacy skills.</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.	
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