

Ackworth Howard C of E School

Educating for 'life in all its fullness.'



MFL Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that modern foreign languages should develop the mind, body and spirit of each child.



Mind

Learning a language at our school fosters pupils' curiosity and deepens their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language, both in speech and writing, and provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Throughout the key stages, children are taught a variety of topics and develop their communicating skills through new vocabulary and the opportunity to explore different cultures. Children are encouraged to speak to each other in Spanish both in and outside of school allowing them to build enduring relationships with internal and external communities, develop their confidence and flourish as a language learner.



Body

Language learning allows our children to develop their understanding of community, where diversity and equality is promoted across the curriculum. In a welcoming environment, different traditions are explored and learners are encouraged to celebrate the wonderful ways to be human, which is evidenced through our MFL theme days, where children have the opportunity to explore different cultures through dance, art and food.



Spirit

Modern foreign languages in our school encourages our children to express and develop their spirituality and provides an opening to other cultures. By being able to communicate with a wider audience, children are able to offer hospitality and welcome all. They are able to develop friendships and thrive in a shared society. Language teaching also provides the foundation for learning further languages, equipping pupils to study and work in other countries.

Children are also offered opportunities to experience other languages such as Swahili through our Tanzania link.

What our children say about MFL...

- I think it's a really good thing to learn Spanish because then I can talk to more people – **Year 3**
- Learning how to speak in Spanish is useful for when you go on holiday – **Year 6**
- I love using Linguascope in Spanish lessons because it helps me to learn and it's fun– **Year 4**
- I like learning about different names of colours and other words from different countries – **Year 5**

Year 3

National Curriculum

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- 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*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.

The starred (*) content above will not be applicable to ancient languages.

Ackworth Howard's Knowledge Essentials

Speaking

Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).

Speak aloud familiar words or short phrases in chorus.

Use correct pronunciation when speaking and start to see links between pronunciation and spelling.

Listening

Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).

Develop understanding of the sounds of individual letters and groups of letters (phonics).

Reading

Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.

Read aloud familiar words or short phrases in chorus.

Writing

Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).

Grammar

Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.

Year 3 MFL Vocabulary

Essential Vocabulary

Autumn 1 - Yo aprendo español	Autumn 2 – La Fruta	Spring 1 – Los Animales
<p>¡Hola! = Hello</p> <p>¿Cómo estás? = How are you?</p> <p>Estoy bien = I am fine</p> <p>Estoy mal = I am not very well</p> <p>Más o menos (or así, así) = So, so!</p> <p>¡Adiós! = Goodbye</p> <p>¿Cómo te llamas? = What is your name?</p> <p>Yo me llamo... = My name is...</p> <p>Uno = One</p> <p>Dos = Two</p> <p>Tres = Three</p> <p>Cuatro = Four</p> <p>Cinco = Five</p> <p>Seis = Six</p> <p>Siete = Seven</p> <p>Ocho = Eight</p> <p>Nueve = Nine</p> <p>Diez = Ten</p> <p>Rojo = Red</p> <p>Azul = Blue</p> <p>Amarillo = Yellow</p> <p>Verde = Green</p> <p>Negro = Black</p> <p>Blanco = White</p> <p>Gris = Grey</p> <p>Naranja = Orange</p> <p>Violeta = Purple</p> <p>Marrón = Brown</p>	<p>Una manzana = An apple</p> <p>Una fresa = A strawberry</p> <p>Un melocotón = A peach</p> <p>Un plátano = A banana</p> <p>Una cereza = A cherry</p> <p>Una naranja = An orange</p> <p>Una ciruela = A plum</p> <p>Una pera = A pear</p> <p>Un kiwi = A kiwi</p> <p>Un albaricoque = An apricot</p> <p>Las manzanas = The apples</p> <p>Las fresas = The strawberries</p> <p>Los melocotones = The peaches</p> <p>Los plátanos = The bananas</p> <p>Las cerezas = The cherries</p> <p>Las naranjas = The oranges</p> <p>Las ciruelas = The plums</p> <p>Las peras = The pears</p> <p>Los kiwis = The kiwis</p> <p>Los albaricoques = The apricots</p> <p>Me gustan... = I like...</p> <p>No me gustan... = I do not like...</p>	<p>Los Animales = The animals</p> <p>Un = "A" (masculine)</p> <p>Una = "A" (feminine)</p> <p>Un león = A lion</p> <p>Un pájaro = A bird</p> <p>Un conejo = A rabbit</p> <p>Un caballo = A horse</p> <p>Un mono = A monkey</p> <p>Un cerdo = A pig</p> <p>Un canario = A canary</p> <p>Un ratón = A mouse</p> <p>Una vaca = A cow</p> <p>Una oveja = A sheep</p> <p>Soy... = I am...</p>

Year 3 MFL Vocabulary

Essential Vocabulary

Spring 2 - La historia de la antigua Gran Bretaña.	Summer 1 - Los instrumentos	Summer 2 - Caperucita Roja	
<p>La historia de la antigua Gran Bretaña = The history of Ancient Britain</p> <p>La edad de piedra = The stone age</p> <p>La edad de bronce = The bronze age</p> <p>La edad de hierro = The iron age</p> <p>El imperio Romano = The Roman Empire</p> <p>Los Anglosajones = The Anglo-Saxon period</p> <p>La época Vikinga = The Viking period</p> <p>Soy.... = I am...</p> <p>Un hombre = A man</p> <p>Una mujer = A woman</p>	<p>Soy un hombre/una mujer de la edad de piedra = I am a man/woman from the stone ages</p> <p>Soy un hombre/una mujer de la edad de bronce = I am a man/woman from the bronze age</p> <p>Soy un hombre/una mujer de la edad de hierro = I am a man/woman from the iron age</p> <p>Tengo... = I have...</p> <p>Un sílex = A flint</p> <p>Un hacha = An axe</p> <p>Una espada = A sword</p> <p>Vivo... = I live...</p> <p>Vivo en... = I live in...</p> <p>Una cueva = A cave</p> <p>Una choza = A hut/shelter</p> <p>Una casa redonda = A round house</p>	<p>El = The (masculine)</p> <p>La = The (feminine)</p> <p>Los = The (masculine plural)</p> <p>Las = The (feminine plural)</p> <p>La trompeta = The trumpet</p> <p>La batería = The drums</p> <p>La guitarra = The guitar</p> <p>La flauta = The flute</p> <p>El clarinete = The clarinet</p> <p>El arpa = The harp</p> <p>El piano = The piano</p> <p>El triángulo = The triangle</p> <p>El violín = The violin</p> <p>Los címbalos = The cymbals</p> <p>Toco... = I play...</p>	<p>Caperucita Roja = Little Red Riding Hood</p> <p>La casa = The house</p> <p>La abuela = The grandmother (formal)</p> <p>La abuelita = The granny (familiar)</p> <p>El lobo = The wolf</p> <p>El cazador = The woodcutter</p> <p>El bosque = The forest</p> <p>Los padres = The parents</p> <p>Unos pasteles = Some cakes</p> <p>El cuerpo = The body</p> <p>La cabeza = The head</p> <p>La boca = The mouth</p> <p>La nariz = The nose</p> <p>Los ojos = The eyes</p> <p>Los pies = The feet</p> <p>Las orejas = The ears</p> <p>Las rodillas = The knees</p> <p>El hombro = The shoulder</p>

Year 4

National Curriculum

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- 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*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.

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Ackworth Howard's Knowledge Essentials

Speaking

Communicate by asking and answering a wider range of questions, using longer phrases and sentences.

Present short pieces of information to another person.

Apply phonic knowledge to support speaking (also reading and writing).

Listening

Listen for and identify specific words and phrases in instructions, stories and songs.

Follow a text accurately whilst listening to it being read.

Reading

Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).

Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.

Writing

Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).

Grammar

Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.

Introduce and use the negative form.

Begin to look at what a fully conjugated verb looks like.

Year 4 MFL Vocabulary

Essential Vocabulary

Autumn 1 – Me presento			Autumn 2 – La familia		Spring 1 – Mi casa
¿Cómo te llamas? = What is your name?	Uno = 1	Rojo = Red	La familia = The family	¿Tienes una hermana? = Do you have a sister?	¿ Dónde vives ? = Where do you live?
Me llamo... = My name is...	Dos = 2	Azul = Blue	La mamá = The mother	Sí, tengo un hermano = Yes, I have a brother	Vivo en... = I live in...
¡Hola! = Hello	Tres = 3	Amarillo = Yellow	La abuela = The grandmother	Sí, tengo una hermana = Yes, I have a sister	Una casa = A house
¿Cómo estás? = How are you?	Cuatro = 4	Verde = Green	La tía = The auntie	Sí, tengo dos hermanos = Yes, I have two brothers	Un piso = An apartment
Estoy bien = I am fine	Cinco = 5	Negro = Black	La hija = The daughter	Sí, tengo dos hermanas = Yes, I have two sisters	En la ciudad = In the city
Estoy mal = I am not very well	Seis = 6	Blanco = White	Una/La hermana = A/the sister	No, soy hijo único = No, I am an only son	En el campo = In the countryside
Más o menos (or así, así) = So so!	Siete = 7	Gris = Grey	El hijo = The son	No, soy hija única = No, I am an only daughter	En la montaña = In the mountains
¡Adiós! = Goodbye	Ocho = 8	Naranja = Orange	Un/El hermano = A/the brother	Diez = 10	En la costa = By the sea
¿Cuántos años tienes? = How old are you?	Nueve = 9	Violeta = Purple	El tío = The uncle	Veinte = 20	En un pueblo = In a village
Tengo.. = I am...years old	Diez = 10	Marrón = Brown	El papá = The father	Treinta = 30	y = and
¿Dónde vives? = Where do you live?	Once = 11		El abuelo = The grandfather	Cuarenta = 40	pero = but
Vivo en.. = I live in...	Doce = 12		Los padres = The parents	Cincuenta = 50	Una cocina = A kitchen
Soy español = I am Spanish (male)	Trece = 13		Los abuelos = The grandparents	Sesenta = 60	Un comedor = A dining room
Soy española = I am Spanish (female)	Catorce = 14		¿Cómo se llama? = What is he/she called?	Setenta = 70	Un cuarto de baño = A bathroom
Soy inglés = I am English (male)	Quince = 15		Él se llama = He is called	Ochenta = 80	Un dormitorio = A bedroom
Soy inglesa = I am English (female)	Dieciséis = 16		Ella se llama = She is called	Noventa = 90	Un lavadero = A utility room
	Diecisiete = 17		Mi = My (singular)	Cien = 100	Un sótano = A basement
	Dieciocho = 18		Mis = My (plural)		Un despacho = An office/ a study
	Diecinueve = 19		¿Tienes un hermano? = Do you have a brother?		Un salón = A living room
	Viente = 20				Un garaje = A garage
					Un jardín = A garden
					En mi casa hay... = In my house there is.../there are...
					En mi casa no hay... = In my house there is not.../there are no...

Year 4 MFL Vocabulary

Essential Vocabulary

Spring 2 – Hábitats	Summer 1 – Desayuno en el cafe	Summer 2 – Mi clase
<p>Los Hábitats = The habitats</p> <p>Los animales y las plantas necesitan.. = The animals and plants need...</p> <p>Refugio = Shelter</p> <p>Comida = Food</p> <p>Aire = Air</p> <p>Sol = Sun</p> <p>Agua = Water</p> <p>La selva tropical = The tropical rainforest</p> <p>El campo = The meadow</p> <p>El océano = The ocean</p> <p>El desierto = The desert</p> <p>El Ártico = The Artic</p> <p>...es un hábitat en... = ...is a habitat in...</p> <p>El Sahara = The Sahara</p> <p>El Amazonas = The Amazonia</p> <p>El parque national South Downs = The South Downs national park</p> <p>El Océano Pacifico = The Pacific Ocean</p> <p>La Groenlandia = The Greenland</p> <p>El camello = The camel</p> <p>El conejo = The rabbit</p> <p>El oso polar = The polar bear</p> <p>El mono araña = The spider monkey</p> <p>El tiburón = The shark</p> <p>Vive = He/She/It lives</p> <p>Viven = They live</p> <p>En = In</p> <p>Las algas = The seaweed</p> <p>Los árboles altos = The tall trees</p> <p>Los arbustos = The bushes</p> <p>Los cactus = The cactus</p> <p>Las plantas resistentes = The hardy plants</p> <p>Crece = He/She/It grows</p> <p>Crecen = They grow</p>	<p>Desayuno En El Café = Breakfast in the café</p> <p>¿Qué quieres? = What would you like?</p> <p>Quiero... = I would like...</p> <p>Por favor = Please</p> <p>Un zumo = A juice</p> <p>Un café = A black coffee</p> <p>Un café con leche = A white coffee</p> <p>Un té = A lemon tea</p> <p>Un té con leche = A tea with milk</p> <p>Un chocolate caliente = A hot chocolate</p> <p>Un croissant = A croissant</p> <p>La mantequilla = Butter</p> <p>Pan = Bread</p> <p>La mermelada = Jam</p> <p>Un bizcocho = Sponge cake</p> <p>Cereales = Cereal</p> <p>Un trozo de tortilla = A piece of tortilla</p> <p>De churros = Spanish doughnuts</p> <p>Tapas = Tapas (Spanish starters)</p> <p>Patatas fritas = Chips</p> <p>Un sándwich = A sandwich</p> <p>Una coca-cola = A coke</p> <p>Una limonada con gas = A fizzy lemonade</p> <p>La cuenta por favor = The bill please</p>	<p>Un sacapuntas = A pencil sharpener</p> <p>Un cuaderno = An exercise book</p> <p>Un lápiz = A pencil</p> <p>Un bolígrafo = A pen</p> <p>Un estuche = A pencil case</p> <p>Un libro = A reading book</p> <p>Una goma = A rubber</p> <p>Una regla = A ruler</p> <p>Una calculadora = A calculator</p> <p>Unas tijeras = A pair of scissors</p> <p>Una barra de pegamento = A glue stick</p> <p>Una cartera = A book bag/school bag</p> <p>Tengo = I have</p> <p>No tengo = I do not have</p> <p>¿Qué tienes en tu estuche? = What do you have in your pencil case?</p> <p>En mi estuche tengo... = In my pencil case I have...</p> <p>En mi estuche no tengo... = In my pencil case I do not have...</p> <p>¡ Escuchad ! = Listen</p> <p>¡ Escribid ! = Write</p> <p>¡ Repetid ! = Repeat</p> <p>¡ Silencio ! = Silence</p> <p>¡ Abrid los libros ! = Open your books</p> <p>¡ Cerrad los libros ! = Close your books</p> <p>¡ Pensad ! = Think</p> <p>¡ Leer ! = Read</p> <p>¡ Preguntad ! = Ask</p> <p>¡ Levantad la mano ! = Raise your hand</p>

Year 5

National Curriculum

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- 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*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.

The starred (*) content above will not be applicable to ancient languages.

Ackworth Howard's Knowledge Essentials

Speaking

Take part in short conversations using sentences and familiar vocabulary.

Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.

Understand and express simple opinions using familiar topics and vocabulary.

Listening

Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).

Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.

Reading

Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).

Writing

Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).

Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)

Check spellings with a dictionary.

Grammar

Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.

Use the negative form, possessives and connectives.

Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

Year 5 MFL Vocabulary

Essential Vocabulary

Autumn 1 – ¿ Tienes una mascota ?	Autumn 2 – ¿ Qué fecha es hoy ?		Spring 1 – ¿ Qué tiempo hace ?
<p>Un perro = A dog Un gato = A cat Un conejo = A rabbit Un hámster = A hamster Un pez rojo = A gold fish Un ratón = A mouse Una cotorra = A parrot Una tortuga = A tortoise Tengo = I have No tengo = I do not have Tengo un = I have a (masculine) Tengo una = I have a (feminine) Que se llama... = This is called... Y = And Pero = But</p>	<p>¿Qué fecha es hoy? = What is the date today? Hoy es... = Today is... lunes = Monday martes = Tuesday miércoles = Wednesday jueves = Thursday viernes = Friday sábado = Saturday domingo = Sunday enero = January febrero = February marzo = March abril = April mayo = May junio = June julio = July agosto = August septiembre = September octubre = October noviembre = November diciembre = December</p>	<p>Uno = 1 Dos = 2 Tres = 3 Cuatro = 4 Cinco = 5 Seis = 6 Siete = 7 Ocho = 8 Nueve = 9 Diez = 10 Once = 11 Doce = 12 Trece = 13 Catorce = 14 Quince = 15 Dieciséis = 16 Diecisiete = 17 Dieciocho = 18 Diecinueve = 19 Viente = 20 Veintiuno = 21 Veintidós = 22 Veintitrés = 23 Veinticuatro = 24 Veinticinco = 25 Veintiséis = 26 Veintisiete = 27 Veintiocho = 28 Veintinueve = 29 Treinta = 30 Treinta y uno = 31 ¿Cuándo es tu cumpleaños? = When is your birthday? Mi cumpleaños es el... = My birthday is...</p>	<p>¿ Qué tiempo hace ? = What weather is it? Está lloviendo = It is raining Está nevando = It is snowing Hay tormenta = There is a storm Hace sol = It is sunny Hace mucho viento = It is windy Hace buen tiempo = The weather is fine Hace mal tiempo = The weather is not good Hace frío = It is cold Hace calor = It is hot En el norte de España = In the north of Spain En el sur de España = In the south of Spain En el centro de España = In the centre of Spain En el oeste de España = In the west of Spain En el este de España = In the east of Spain El clima = The weather</p>

Year 5 MFL Vocabulary

Essential Vocabulary

Spring 2 – La ropa			Summer 1 – Las Olimpiadas		
La ropa = The clothes	Unos zapatos = A pair of shoes	El lunes = On Monday	Las Olimpiadas = The Olympics	Practico la natación = I do swimming	Es nadador = He is a swimmer
Unos pantalones = A pair of trousers	Unos calcetines = A pair of socks	El martes = On Tuesday	Los juegos olímpicos antiguos = The ancient Olympic Games	No practico el atletismo = I don't do athletics	Es nadadora = She is a swimmer
Un traje de baño = Swim wear	Yo llevo = I wear	El miércoles = On Wednesday	Los juegos olímpicos modernos = The modern Olympic Games	No practico el boxeo = I don't do boxing	Es saltador = He is a diver
Un suéter = A jumper	Tú llevas = You wear	El jueves = On Thursday	La equitación = Horse riding	No practico el salto de trampolín = I don't do diving	Es saltadora = She is a diver
Una camiseta = A tee shirt	Él lleva = He wears	El viernes = On Friday	La esgrima = Fencing	No practico el ciclismo = I don't do cycling	Es esgrimidor = He is a fencer
Un abrigo = A coat	Ella lleva = She wears	El sábado = On Saturday	La natación = Swimming	El tiro con arco = Archery	Es esgrimidora = She is a fencer
Un vestido = A dress	Nosotros llevamos = We wear (masculine & mixed group)	El domingo = On Sunday	El remo = Rowing	No practico el triatlón = I don't do the triathlon	Es arquero = He is an archer
Una blusa = A blouse	Nosotras llevamos = We wear (all feminine group)	Para la escuela llevo... = For school I wear...	El atletismo = Athletics	No practico el remo = I don't do rowing	Es remero = He is a rower
Una corbata = A tie	Yo todos llevamos = We wear (all feminine & mixed group)	Cuando hace buen tiempo llevo... = When it is nice weather I wear...	El boxeo = Boxing	No practico la equitación = I don't do horseriding	Es remera = She is a rower
Una bufanda = A scarf	Vosotros lleváis = You all wear (masculine & mixed group)	Cuando nieva llevo... = When it snows I wear...	El ciclismo = Cycling	No practico la esgrima = I don't do fencing	Yo practico = I play/do (a sport)
Una falda = A skirt	Vosotras lleváis = You all wear (all feminine group)	Cuando estoy de vacaciones llevo... = When I am on holiday I wear	El salto de trampolín = Diving	No practico la natación = I don't do swimming	Tú practicas = You (one person) play/do (a sport)
Una chaqueta = A jacket	Ellos llevan = They all wear (masculine & mixed)		El tiro con arco = Archery	Es atleta = He/she is an athlete (no spelling change for M and F)	Él practica = He plays/does (a sport)
Una camisa = A shirt	Ellas llevan = They all wear (feminine)		El triatlón = Triathlon	Es ciclista = He/she is a cyclist (no spelling change for M and F)	Ella practica = She plays/does (a sport)
Una gorra = A cap			Practicar = To practise	Es jinete = He/she is a equestrian (no spelling change for M and F)	Nosotros practicamos = We play/do (a sport)
Unos guantes = A pair of glove			Practico el atletismo = I do athletics	Es boxeador = He is a boxer	Vosotros practicáis = You (more than one person) play/do (a sport)
Unas botas = Boots			Practico el boxeo = I do boxing	Es boxeadora = She is a boxer	Nosotros practicamos = We play/do (a sport)
Unas medias = Socks/tights			Practico el salto de trampolín = I do diving		Vosotros practicáis = You (more than one person) play/do (a sport)
Unas sandalias = Sandals			Practico el ciclismo = I do cycling		Ellos practican = They (group of males or mixed group) play/do (a sport)
Unas gafas = Sunglasses			Practico el tiro con arco = I do archery		Ellas practican = They (group of females) play/do (a sport)
Unos pantalones cortos = A pair of shorts			Practico el triatlón = I do the triathlon		
			Practico el remo = I do rowing		
			Practico la equitación = I do horseriding		
			Practico la esgrima = I do fencing		

Year 5 MFL Vocabulary

Essential Vocabulary

Summer 2 – Ricitos de Oro y los tres osos

Ricitos de Oro y los tres osos = **Goldilocks and the Three Bears**

Ricitos de Oro = **Goldilocks**

Papá oso = **Father bear**

Mamá osa = **Mother bear**

Bebé oso = **Baby bear**

Una casa = **A house**

Un bosque pequeño = **A small wood/forest**

El tazón grande = **The big bowl**

El tazón mediano = **The medium bowl**

El tazón pequeño = **The small bowl**

La silla grande = **The big chair**

La silla mediana = **The medium chair**

La silla pequeña = **The little chair**

La cama grande = **The big bed**

La cama mediana = **The medium bed**

La cama pequeña = **The small bed**

Dulce = **Sweet**

Salado = **Salty**

Alta = **Tall/high**

Baja = **Short**

Dura = **Hard**

Suave = **Soft**

El tazón grande estaba demasiado salado = **The large bowl was too salty**

El tazón mediano estaba demasiado dulce = **The medium bowl was too sweet**

El tazón pequeño estaba muy bien = **The small bowl was just right**

La silla grande era muy alta = **The big chair was too tall/high**

La silla mediana era muy baja = **The medium chair was too short**

La silla pequeña era perfecta = **The small chair was just right**

La cama grande era muy dura = **The big bed was too hard**

La cama mediana era muy suave = **The medium bed was too soft**

La cama pequeña estaba muy bien = **The small bed was just right**

Year 6

National Curriculum

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- 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*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.

The starred (*) content above will not be applicable to ancient languages.

Ackworth Howard's Knowledge Essentials

Speaking

Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.

Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).

Use connectives to link together what they say so as to add fluency.

Listening

Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.

Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.

Reading

Read aloud with expression and accurate pronunciation.

Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).

Writing

Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).

Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)

Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).

Year 6

National Curriculum

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- 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*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.

The starred (*) content above will not be applicable to ancient languages.

Ackworth Howard's Knowledge Essentials

Grammar

Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.

Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.

Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).

Year 6 MFL Vocabulary

Essential Vocabulary

Autumn 1 – En el colegio

En el colegio = **At school**
El español = **Spanish**
El inglés = **English**
El arte = **Art**
La educación física = **P.E.**
La música = **Music**
La geografía = **Geography**
La historia = **History**
Las matemáticas = **Maths**
Las ciencias = **Science**
La informática = **ICT**
¿ Qué te gusta ? = **What do you like?**
¿ Te gusta... ? = **Do you like...? (singular)**
¿ Te gustan... ? = **Do you like...? (plural)**
Me gusta... = **I like... (singular)**
Me gustan... = **I like... (plural)**
Me encanta... = **I love... (singular)**
Me encantan... = **I love... (plural)**
No me gusta... = **I do not like... (singular)**
No me gustan... = **I do not like... (plural)**
Odio = **I hate...**
Sí, me gusta... = **Yes, I like... (singular)**
Sí, me gustan... = **Yes, I like.... (plural)**
Sí, me encanta... = **Yes, I love... (singular)**
Sí, me encantan... = **Yes, I love... (plural)**
No, no me gusta... = **No, I do not like... (singular)**

No, no me gustan... = **No, I do not like... (plural)**
No, odio... = **No, I hate...**
Aburrido = **Boring**
Difícil = **Difficult**
Útil = **Useful**
Interesante = **Interesting**
Divertido = **Fun**
Fácil = **Easy**
Inútil = **Pointless**
Porque = **Because**
Es = **It is**
Porque es... = **Because it is**
Porque son... = **Because they are**
Y = **And**
Pero = **But**
Sin embargo = **However**
¡ Hola ! = **Hi!**
¡ Hasta luego ! = **See you soon!**
¿Qué hora es? = **What time is it?**
Es la una = **It is one o'clock**
Son las dos = **It is two o'clock**
Son las tres = **It is three o'clock**
Son las cuatro = **It is four o'clock**
Son las cinco = **It is five o'clock**
Son las seis = **It is six o'clock**
Son las siete = **It is seven o'clock**

Son las ocho = **It is eight o'clock**
Son las nueve = **It is nine o'clock**
Son las diez = **It is ten o'clock**
Son las once = **It is eleven o'clock**
Son las doce = **It is twelve o'clock**
Es medianoche = **It is midnight**
Es mediodía = **It is midday**
Yo = **I**
Tú = **You**
Él = **He**
Ella = **She**
Nosotros = **We (masculine & mixed group)**
Nosotras = **We (all feminine group)**
Vosotros = **You all (masculine & mixed group)**
Vosotras = **You all (all feminine group)**
Ellos = **They (masculine & mixed group)**
Ellas = **They (all feminine group)**
Voy = **I go**
Vas = **You go**
Va = **He/she goes**
Nosotros /nosotras vamos = **We go**
Vosotros/ vosotras vais = **You all go**
Ellos/ellas van = **They go**

Year 6 MFL Vocabulary

Essential Vocabulary

Autumn 2 – Los planetas

Los planetas = **The planets**
 La luna = **The Moon**
 El sol = **The Sun**
 La tierra = **The Earth**
 Marte = **Mars**
 Mercurio = **Mercury**
 Neptuno = **Neptune**
 Plutón = **Pluto**
 Saturno = **Saturn**
 Urano = **Uranus**
 Venus = **Venus**
 Júpiter = **Jupiter**
 El Sol está en el centro = **The sun is in the centre**
 Saturno está lejos del sol y tiene por lo menos 18 lunas = **Saturn is far from the sn and has at least 18 moons**
 Venus está cerca del sol y siempre hace mucho viento = **Venus is close to the sun and it is always very windy**
 Urano está bastante cerca del sol y es azul y verde = **Uranus is quite close to the sun and is blue and green**
 Júpiter es enorme y también está bastante lejos del sol = **Jupiter is huge and also quite far from the sun**
 Mercurio es bastante pequeño y está cerca del sol = **Mercury is quite small and close to the sun**
 Plutón es el más lejano y es pequeño = **Pluto is the furthest and the smallest**
 Marte está bastante cerca del sol y es rojo = **Mars is quite close to the sun and is red**

La Tierra es un planeta cerca de Marte y tiene solamente una luna = **The Earth is a planet close to Mars and only has one moon**
 Neptuno es un planeta azul = **Neptune is a blue planet**
 Rojo = **Red**
 Roja = **Red (feminine agreement)**
 Gracioso = **Funny (masculine agreement)**
 Graciosa = **Funny (feminine agreement)**
 Guapo = **Good looking (masculine agreement)**
 Guapa = **Good looking (feminine agreement)**
 Alto = **Tall (masculine agreement)**
 Alta = **Tall (feminine agreement)**
 Simpático = **Nice (masculine agreement)**
 Simpática = **Nice (feminine agreement)**
 Gordo = **Fat (masculine agreement)**
 Gorda = **Fat (feminine agreement)**
 Bajo = **Short (masculine agreement)**
 Baja = **Short (feminine agreement)**
 Delgado = **Thin (masculine agreement)**
 Delgada = **Thin (feminine agreement)**
 Inteligente = **Intelligent (no spelling change)**

Spring 1 – La Segunda Guerra Mundial

La Segunda Guerra Mundial = **The Second World War**
 Inglaterra = **England**
 Francia = **France**
 Italia = **Italy**
 Alemania = **Germany**
 Polonia = **Poland**
 Checoslovaquia = **Czechoslovakia**
 Los Estados Unidos = **The United States (of America)**
 En Inglaterra se habla... = **In England you speak...**
 En Francia se habla... = **In France you speak...**
 En Italia se habla.... = **In Italy you speak...**
 En Alemania se habla.... = **In Germany you speak...**
 En Polonia se habla.... = **In Poland you speak...**
 En Checoslovaquia se habla.... = **In Czechoslovakia you speak...**
 En los Estados Unidos se habla.... = **In the United States (of America) you speak...**
 Inglés = **English**
 Francés = **French**
 Italiano = **Italian**
 Alemán = **German**
 Polaco = **Polish**
 Checoslovaco = **Czechoslovakian**

Querido papá = **Dear dad**
 Querida mamá = **Dear mum**
 Queridos padres = **Dear parents**
 ¡Hola! = **Hi!**
 ¿Cómo estás? = **How are you?**
 Estoy muy bien = **I am very well**
 Estoy muy mal = **I am not very well**
 Vivo en el campo = **I live in the countryside**
 Vivo en la ciudad = **I live in the city**
 La vida en el campo es.. = **Life in the countryside is...**
 La vida en la ciudad es... = **Life in the city is..**
 Pero = **But**
 Porque = **Because**
 Y = **And**
 También = **Also**
 Divertida = **Fun**
 Tranquila = **Calm/tranquil**
 Segura = **Safe**
 Triste = **Sad**
 Agradable = **Nice**
 Oscura = **Gloomy**
 Sana = **Healthy**
 Difícil = **Difficult**
 Peligrosa = **Dangerous**
 Llena de humo = **Full of smoke**
 Besos = **Kiss Kiss/Lots of love**
 Saludos = **Bye**

Year 6 MFL Vocabulary

Essential Vocabulary

Spring 2 – El fin de semana

Es la una = It is one o'clock	Me levanto = I get up
Son las dos = It is two o'clock	Desayuno = I have my breakfast
Son las tres = It is three o'clock	Veo la tele = I watch television
Son las cuatro = It is four o'clock	Leo = I read
Son las cinco = It is five o'clock	Escucho música = I listen to music
Son las seis = It is six o'clock	Juego a videojuegos = I play computer games
Son las siete = It is seven o'clock	Juego al fútbol = I play football
Son las ocho = It is eight o'clock	Voy a la piscina = I go to the swimming pool
Son las nueve = It is nine o'clock	Voy al cine = I go to the cinema
Son las diez = It is ten o'clock	Voy a dormir = I go to sleep
Son las once = It is eleven o'clock	¿Qué haces los fines de semana? = What do you do at the weekend?
Son las doce = It is twelve o'clock	¡Es increíble! = It's amazing/incredible
El Fin De Semana = The weekend	¡Es genial! = It's great!
¿Qué hora es? = What time is it?	¡Es divertido! = It's fun!
Y cuarto = Quarter past	¡Es agotador! = It's tiring/exhausting
Y media = Half past	¡Es aburrido! = It's boring
Menos cuarto = Quarter to	¡Es horrible! = It's horrible/awful
Es medianoche = It is midnight	Y = And
Es mediodía = It is midday	Después = After
	También = Also
	Más tarde = Later on
	Finalmente = Finally

NB: If you want to say you do an activity AT a specific time you use "a las..." plus the time EXCEPT when it is one o'clock when you use "a la..."

Summer 2 – Yo en el mundo

Me llamo... = I am called...	Porque... = Because
Vivo en... = I live...	Es una fiesta muy tradicional y religiosa = It is a very traditional and religious festival
Hablo... = I speak...	Es una fiesta en honor a los Muertos = It is a festival in honour of the dead
Hablo español = I speak Spanish	Es una fiesta muy alegre = It is a very happy/cheerful festival
Hablo inglés = I speak English	Es una fiesta muy colorida = It is a very colourful festival
Mi fiesta preferida es El Carnaval = My favourite festival is Carnival	¡Hasta luego! = See you later!
Mi fiesta preferida es La Semana Santa = My favourite festival is Holy Week (Easter)	Besos = Kisses
Mi fiesta preferida es El Día De Los Muertos = My favourite festival is the Day of the Dead	¿Qué vas a hacer para ayudar a salvar el planeta? = What are you going to do to save the planet?
Mi fiesta preferida es Las Fiestas Patrias = My favourite festival is the National Holidays	Voy a utilizar menos papel = I am going to use less paper
Mi fiesta preferida es El Eid = My favourite festival is Eid	Voy a utilizar menos cartón = I am going to use less cardboard
Mi fiesta preferida es El Diwali = My favourite festival is Diwali	Voy a utilizar menos plástico = I am going to use less plastic
Mi fiesta preferida es La Navidad = My favourite festival is Christmas	Voy a utilizar menos agua = I am going to use less water

Aspirational Outcomes...

- All children will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say.
- All children will develop accurate pronunciation and intonation.
- All children will understand and respond to spoken and written language from a variety of authentic sources.
- All children can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- All children will discover and develop an appreciation of a range of writing in the language studied.
- All children will be immersed in language throughout areas of schools including assemblies and specific language related theme days.
- All children will learn how the Spanish language is structured differently to the English language.