

MFL Knowledge and Skills Curriculum Map

National Curriculum

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.

It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures, and vocabulary.

MFL is not compulsory for Key Stage 1, however, it is compulsory to teach MFL from Key Stage 2.

KS2

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|--|---|--|---|--|---|---|--|--|---|--|
| 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. |
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Year 1 (Non-Statutory)

| Year 1 End Points | Speaking & Listening | Reading | Writing | Grammar |
|--|--|---|---|--|
| <ul style="list-style-type: none"> • I can respond to simple Spanish songs. • I can use a basic greeting (hola). • I know numbers 1-10. • I know primary colours (red/rojo, blue/azul, and yellow/amarillo). • I can issue a basic command. • I can say how I'm feeling. | To join in with simple songs. To say basic greetings. To ask how are you? with a response. To recognise primary colours. To say a basic command. | To read familiar Greetings. To recognise some numbers to 10 in written form. | To write some of the simple words learnt. | To recognise familiar phonetic sounds. |
| | <p>Year 1 skills</p> Repetition to embed knowledge. Sings to familiar songs. Recognises new vocabulary. Recognises familiar phonetic sounds. | | | |
| <p>Vocabulary</p> <p><u>Numbers</u> - uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p> <p><u>Colours</u> - azul, rojo, Amarillo</p> <p><u>Feelings</u> - bien, muy bien.</p> <p><u>Command</u> - cuidado</p> | <p>Cross Curricular Links</p> PSHE - greetings and wellbeing Music - songs Maths - numbers Phonics - phonetic sounds | | | |

Year 2 (Non-Statutory)

| Year 2 End Points | Speaking & Listening | Reading | Writing | Grammar |
|---|--|---|---|---|
| <ul style="list-style-type: none"> • I can make nouns and adjectives agree. • I can organise words into a sentence. • I can name the seasons and discuss weather. • I can name various body parts. • I can recognise sounds in Spanish that don't exist in English. • I can count 1-20. • I can express happiness and sadness. • I can say where something is. • I can recognise some animals. • I can recognise praise words. • I can name some items of clothing. • I can understand simple descriptive adjectives. | <p>To listen attentively and join in with a Spanish song or rhyme.</p> <p>To say a few important words or phrases.</p> <p>To identify some sounds in Spanish and repeat them accurately.</p> <p>To identify numbers 1-20.</p> <p>To say own name and ask, how are you? with response.</p> <p>To ask/tell the time to the hour.</p> | <p>To recognise some important written words.</p> | <p>To recall some of the sounds in basic greetings.</p> <p>To copy some simple written words.</p> | <p>To recognise pronouns for you, he/she, they.</p> |
| <p>Year 2 skills</p> <p>Sings to familiar songs identifying familiar words and meanings.</p> <p>Show understanding with use of actions.</p> <p>Recognition of cultural differences.</p> <p>Vocabulary matching.</p> | | | | |
| <p>Vocabulary</p> <p><u>Numbers</u> - uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p> <p><u>Colours</u> - azul, rojo, Amarillo</p> <p><u>Feelings</u> - bien, muy bien.</p> <p><u>Command</u> - cuidado</p> | | | | |
| <p>Cross Curricular Links</p> <p>PSHE - greetings and wellbeing, recognising basic needs</p> <p>Maths - numbers/positional</p> | | | | |

Seasons/weather - la primavera, el invierno, el Verano, El otoño,

hace calor, hace frío, hace viento, hace sol.

Pronouns - tu, su, tiene.

Positional - ¿Dónde está?, Aquí está.

Numbers - once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte.

Animals - tigre, jirafa, mono, león, elefante.

Adjectives - grande, pequeño

Science - seasons

English - pronouns

Music - singing

Year 3 (Statutory)

| Year 3 End Points | Speaking & Listening | Reading | Writing | Grammar |
|--|--|--|--|---|
| <ul style="list-style-type: none"> • I can listen and respond to a few slowly spoken words. • I can repeat and say familiar words. • I can use the classroom display as a prompt for spellings. • I can form a sentence with correct noun and adjective positioning. • I can ask someone their name and tell them my name. • I can use direction. • I can describe the colour of objects. • I can use tens of numbers. • I can count objects. • I can use family member names. • I can name other people/places. • I can use the Spanish alphabet. • I can try a Spanish accent. • I can read aloud some short and familiar words and phrases. • I can identify some forms of punctuation. • I can ask what things are. • I can say my age. | <p>To introduce myself with a greeting/name and start a basic conversation.</p> <p>To identify numbers in tens (10-100) and understand how to add the ones to these.</p> <p>To use 'es un/es una' to say what something is.</p> <p>To identify family members.</p> | <p>To recognise some important written words.</p> <p>To start to recognise simple written phrases.</p> <p>Read a few familiar phrases aloud.</p> <p>To recognise some letters have accents.</p> <p>To start to recognise aspects of the weather.</p> | <p>Write single words from memory.</p> <p>Copy simple vocabulary.</p> <p>Start to form simple sentences.</p> | <p>To know Spanish nouns are grouped as masculine and feminine.</p> <p>The masculine/feminine of un/una.</p> <p>To know that colours are placed after the noun.</p> <p>To know that the Spanish alphabet differs from English.</p> <p>A question is formed with an upside down question mark at the beginning and a question mark at the end.</p> <p>Gender differences of nouns.</p> <p>To identify that English and Spanish words can be similar or very different.</p> <p>To distinguish between he is/she is.</p> |
| <p>Vocabulary</p> <p><u>Numbers</u> - uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p> <p><u>Colours</u> - azul, rojo, Amarillo</p> | <p>Year 3 skills</p> <p>Listen attentively to spoken Spanish.</p> <p>Develop strategies to aid memorisation i.e. actions.</p> | | | |

Feelings - bien, muy bien.

Command - cuidado

Seasons/weather - la primavera, el invierno, el Verano, El otoño, hace calor, hace frío, hace viento, hace sol.

Pronouns - tu, su, tiene.

Positional - ¿Dónde está?, Aquí está.

Numbers - once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, dieceinueve, veinte.

Animals - tigre, jirafa, mono, león, elefante.

Adjectives - grande, pequeño

Pronouns - ella es, Él es

Family - abuela/abuelo, hermana/hermano, mama/papa, madre/padre, Tío/Tía

Direction - al lado, delante, detrás, encima, entre

Tens of numbers - diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien.

Colours - azul, rojo, amarillo, marron, negro, blanco, rosa, naranja, verde

Use a bi-lingual dictionary.

Work effectively with partners and groups.

Build on prior knowledge to access new learning.

Cross Curricular Links

PHSE - greetings, wellbeing, and family

Maths - direction, counting in tens

Art - colours

Geography - places

English - nouns, speaking & listening, dictionary work

Year 4 (Statutory)

| Year 4 End Points | Speaking & Listening | Reading | Writing | Grammar |
|---|---|--|---|---|
| <ul style="list-style-type: none"> • I can understand and respond to a range of different questions. • I can begin to understand how to form questions independently. • I can use a dictionary to find a word I need with its spelling. • I can write a variety of words and short phrases from my memory. • I can use some connectives. • I can name the months of the year. • I can use expression about the weather. • I can say what I do/don't like doing. • I can organise words into a sentence. • I can make nouns and adjectives agree. • I can ask someone how old they are. • I can turn nouns from singular to plural. • I can use praise words to others. • I can add and subtract numbers. • I can answer observation questions. | <p>To understand some words and sentences from a short passage.</p> <p>To say some phrases including: about myself, my family, the weather, what I do and don't like doing.</p> <p>To name places in a town (museum, cinema, swimming pool).</p> <p>To recite a nursery rhyme.</p> <p>To ask someone how old they are.</p> <p>To roll the 'r'.</p> <p>To use a verb and noun correctly when saying a sentence.</p> <p>To use some common phrases.</p> | <p>To read numbers.</p> <p>To identify months of the year and which one is the birthday month.</p> <p>To read phrases about likes and dislikes.</p> <p>To recognise that an adjective comes after a noun.</p> <p>To start to recognise the form of a sentence.</p> | <p>To build short phrases into more complex sentences.</p> <p>To change singular nouns into plural ones.</p> <p>To check masculine and feminine are correct.</p> <p>To use the correct punctuation.</p> | <p>To know the verb 'tener' and use 3rd person (tiene).</p> <p>To know the structure of a sentence.</p> <p>To explore masculine and feminine to make nouns and adjectives agree.</p> <p>To make singular nouns into plural ones.</p> <p>To identify the rolling r.</p> <p>To know an exclamation sentence is formed with an upside down exclamation mark at the beginning and an exclamation mark at the end.</p> <p>The verb gustar to become gusto, guste.</p> |

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| <p>Vocabulary</p> <p><u>Numbers</u> - uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p> <p><u>Colours</u> - azul, rojo, Amarillo</p> <p><u>Feelings</u> - bien, muy bien.</p> <p><u>Command</u> - cuidado</p> <p><u>Seasons/weather</u> - la primavera, el invierno, el Verano, El otoño, hace calor, hace frío, hace viento, hace sol.</p> <p><u>Pronouns</u> - tu, su, tiene.</p> <p><u>Positional</u> - ¿Dónde está?, Aquí está.</p> <p><u>Numbers</u> - once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, dieceinueve, veinte.</p> <p><u>Animals</u> - tigre, jirafa, mono, león, elefante.</p> <p><u>Adjectives</u> - grande, pequeño</p> <p><u>Pronouns</u> - ella es, Él es</p> <p><u>Family</u> - abuela/abuelo, hermana/hermano, mama/papa, madre/padre, Tío/Tía</p> <p><u>Direction</u> - al lado, delante, detrás, encima, entre</p> | <p>Year 4 skills</p> <p>Apply phonetic knowledge to support reading and writing.</p> <p>Understand Spanish is spoken in many countries around the world.</p> <p>Read and memorise words.</p> <p>Use a dictionary to aid learning.</p> <p>Look at different writing conventions of the language.</p> <p>Understand the use of tenses.</p> <p>Use question forms.</p> <p>Cross Curricular Links</p> <p>PSHE - hobbies and interests</p> <p>English - conjunctions</p> <p>Maths - numbers, addition/subtraction</p> <p>PSHE - opinion</p> | | | |

Tens of numbers - diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien.

Colours - azul, rojo, amarillo, marron, negro, blanco, rosa, naranja, verde

Months of the year - enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

Connectives - y, pero, Tambien

Expression - ¡Qué calor!, ¡Qué frío!

Like/don't like - me gusta, no me gusta

Praise - Muy bien

Addition/Subtraction - más, menos

Age - ¿Cuántos años tienes?, tengo años

Year 5 (Statutory)

| Year 5 End Points | Speaking & Listening | Reading | Writing | Grammar |
|--|---|--|--|---|
| <ul style="list-style-type: none"> I can ask and answer simple questions around a topic. I understand there can be more than one definition for a word - dependent on pronunciation. I can change a range of elements in a sentence to create a new sentence i.e. the noun or adjective. I am consistent in the use of grammatical rules and understand how sentence forms differ from English. I can use 1st, 2nd, and 3rd person of different verbs in the present tense. I can use the euro symbol and recognise this is the currency in Spain. I can name food ingredients. I can ask questions about someone and describe what they look like. I can sing 'Happy Birthday'. I can identify syllables within a word. I can ask this one. I can say my favourite is... | <p>To mostly use correct pronunciation.</p> <p>To say some familiar phrases from memory.</p> <p>To sing a Spanish song with correct pronunciation.</p> <p>To recognise the formation of a verb in 1st, 2nd and 3rd person.</p> | <p>To read familiar phrases with the correct pronunciation and confidence.</p> <p>To use a Spanish dictionary to find words that I need in Spanish or find what words mean in English.</p> <p>To recognise 1st, 2nd, and 3rd person word formation.</p> <p>To read familiar phrases/sentences and understand the content.</p> | <p>To write a few short sentences thinking about grammatical structure and vocabulary.</p> <p>To use identifiable spelling in phrases/sentences.</p> | <p>Tiene - he/she to describe other people.</p> <p>To recognise cognates.</p> <p>To identify syllables within a word to help me write it.</p> |
| <p>Vocabulary</p> <p><u>Numbers</u> - uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p> <p><u>Colours</u> - azul, rojo, Amarillo</p> <p><u>Feelings</u> - bien, muy bien.</p> | <p>Year 5 skills</p> <p>Combine all 4 language skills.</p> <p>Integrate new vocabulary into previously learnt language.</p> <p>Apply grammatical knowledge to make sentences.</p> <p>Recognise the conventions of word order.</p> <p>Decipher cognates and near cognates.</p> <p>Work in pairs and groups.</p> | | | |

Command - cuidado

Seasons/weather - la primavera, el invierno, el Verano, El otoño, hace calor, hace frío, hace viento, hace sol.

Pronouns - tu, su, tiene.

Positional - ¿Dónde está?, Aquí está.

Numbers - once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, dieceinueve, veinte.

Animals - tigre, jirafa, mono, león, elefante.

Adjectives - grande, pequeño

Pronouns - ella es, Él es

Family - abuela/abuelo, hermana/hermano, mama/papa, madre/padre, Tío/Tía

Direction - al lado, delante, detrás, encima, entre

Tens of numbers - diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien.

Colours - azul, rojo, amarillo, marron, negro, blanco, rosa, naranja, verde,

Months of the year - enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

Connectives - y, pero, Tambien

Expression - ¡Qué calor!, ¡Qué frío!

Like/don't like - me gusta, no me gusta

Praise - Muy bien

Addition/Subtraction - más, menos

Age - ¿Cuántos años tienes?, tengo Años

Cognates - princesa, guitarra, piano, dinosaurio, saxofon, microfono.

Cross Curricular Links

PSHE - describing myself and others

English - grammar, tense, syllables

Music - singing

PSHE - opinion

Geography - foreign money

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| <p><u>Happy Birthday</u> - Feliz Cumpleaños</p> <p><u>This one</u> - ¿Este?</p> <p><u>Favourite</u> - mi ... favorita es, ¿Cuál es tu favorito?</p> <p><u>Food</u> - huevos, manzanas, naranjas, pan, patatas, queso, tomates, bocadillo.</p> | |
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Year 6 (Statutory)

| Year 6 End Points | Speaking & Listening | Reading | Writing | Grammar |
|--|--|--|---|--|
| <ul style="list-style-type: none"> I can form verbs in the present tense for I, you, he/she. I can use high-frequency verbs, nouns, and adjectives to form my sentences. I can write sentences/passages with prior vocabulary and knowledge (with writing support). I can name the planets. I can sing 'incy, wincy spider'. I can do basic mathematics. I can spell words using the Spanish alphabet. I can name part of the face. I can use the verb 'to be' in the present tense and also in the second person plural. I can identify any number to 200. I can name various rooms in the house. I can write written words accurately building on the use of syllables. I can answer simple questions using familiar and previously learnt vocabulary. I can understand short passages of text relating to familiar topics and learnt vocabulary. I know that many Spanish words are not cognates of English words. | <p>To engage in short, scripted conversations.</p> <p>To ask and answer simple questions on a variety of topics.</p> <p>To speak with increased fluency and accuracy of pronunciation.</p> <p>To give opinions with the use of expression for various topics.</p> <p>To speak in longer sentences with correct sentence formation.</p> | <p>To practice reading familiar phrases and passages with correct pronunciation.</p> <p>To pick out key phrases and sentences from passages to understand its content.</p> <p>To read out mathematic sums.</p> | <p>To write at varying lengths for different audiences and purposes using all knowledge learnt.</p> <p>To write 3-4 sentences using grammatically correct formation.</p> <p>To use majority correct spelling through writing.</p> | <p>To form a verb into the past tense.</p> <p>To use present tense verbs for all persons, with support.</p> <p>To use high-frequency verbs, nouns, and adjectives within my writing.</p> <p>Connectives to produce longer more complex sentences.</p> <p>Conjugate 'to be' in the present tense.</p> |
| | <p>Year 6 skills</p> <p>Summarise key points.</p> <p>Use a bi-lingual dictionary.</p> <p>Use context and previous knowledge to develop new vocabulary.</p> <p>Use context and knowledge of vocabulary, sentences, and phrases to build passages.</p> | | | |

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|--|---|
| | <p>Reflect on language learnt.</p> <p>Paired/group work.</p> |
| <p>Vocabulary</p> <p><u>Numbers</u> - uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p> <p><u>Colours</u> - azul, rojo, Amarillo</p> <p><u>Feelings</u> - bien, muy bien.</p> <p><u>Command</u> - cuidado</p> <p><u>Seasons/weather</u> - la primavera, el invierno, el Verano, El otoño, hace calor, hace frío, hace viento, hace sol.</p> <p><u>Pronouns</u> - tu, su, tiene.</p> <p><u>Positional</u> - ¿Dónde está?, Aquí está.</p> <p><u>Numbers</u> - once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, dieceinueve, veinte.</p> <p><u>Animals</u> - tigre, jirafa, mono, león, elefante.</p> <p><u>Adjectives</u> - grande, pequeño</p> <p><u>Pronouns</u> - ella es, Él es</p> <p><u>Family</u> - abuela/abuelo, hermana/hermano, mama/papa, madre/padre, Tío/Tía</p> <p><u>Direction</u> - al lado, delante, detrás, encima, entre</p> <p><u>Tens of numbers</u> - diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien.</p> <p><u>Colours</u> - azul, rojo, amarillo, marron, negro, blanco, rosa, naranja, verde,</p> | <p>Cross Curricular Links</p> <p>PSHE - hobbies and interests</p> <p>English - conjunctions</p> <p>Maths - numbers, addition/subtraction/multiplication/division</p> <p>PSHE - opinion</p> <p>Geography - foreign money</p> <p>Music - singing</p> |

Months of the year - enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

Connectives - y, pero, También

Expression - ¡Qué calor!, ¡Qué frío!

Like/don't like - me gusta, no me gusta

Praise - Muy bien

Addition/Subtraction - más, menos

Age - ¿Cuántos años tienes?, tengo Años

Cognates - princesa, guitarra, piano, dinosaurio, saxofon, microfono.

Happy Birthday - Feliz Cumpleaños

This one - ¿Éste?

Favourite - mi ... favorita es, ¿Cuál es tu ... favorito?

Food - huevos, manzanas, naranjas, pan, patatas, queso, tomates, bocadillo.

Planets - Júpiter, marte, mercurio, neptuno, saturno, tierra, urano, venus.

Incy Wincy Spider - La Araña Pequeñita

Maths - más, por dos, menos, dividido entre

Face - ojos, nariz, pelo, boca, cejas, mejillas, orejas

Directions - arriba, abajo, a la derecha, a la izquierda, continua

House - cuarto, comedor, salón, cocina, cuarto de baño

