



## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

Year 3		
Objective	Language (core content)	Resources
<b>Autumn</b>		
To learn the key phonics vowel words To learn basic greetings and giving your name	<b>Phonics - las vocales</b> A - araña, E - elefante, I - idea, O - olvidar, U - universo - BBC Bitesize = <a href="https://www.bbc.co.uk/bitesize/topics/zgtqfr/articles/zmbxdp3">https://www.bbc.co.uk/bitesize/topics/zgtqfr/articles/zmbxdp3</a> <b>Hola / greetings</b> ¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself) ¿Cómo estás? (How are you?) muy bien, gracias (very well, thanks) estupendo (great), bien (well) regular (ok), mal (bad), fatal (awful)	<a href="https://www.bbc.co.uk/bitesize/topics/zgtqfr/articles/zmbxdp3">https://www.bbc.co.uk/bitesize/topics/zgtqfr/articles/zmbxdp3</a>  PPT Greeting and names- listening to examples of answering the register Examples of greetings – read slide notes and sound clips <a href="#">How Spanish surnames are formed</a> <a href="#">Some typical Spanish first names</a>
To understand simple classroom instructions and show actions to respond	<b>Classroom language</b>	Play listening games, take turns speaking and listening.
To understand and recall orally the numbers 1-10	<b>Numbers 1-10</b> un, uno, una dos tres cuatro cinco seis siete ocho nueve diez	
To ask how old someone is and give own age	<b>1-10 and giving age</b> ¿Cuántos años tienes? (How old are you?) Tengo ... años. (I am ..years old)	
To know the remaining key phonics sounds words	<b>Phonics (2)</b> CA - casa, CE - cerdo, CI - ciclista, CO - coche, CU - cucarachaGA - gato, GE - gemelo, GI - gimnasia, GO - gol, GU - gusano, GUE - guepardo, GUI - guitarraJ - jota, H - hamburguesa, ñ - España, Z - zumo, LL - llave	<a href="https://www.bbc.co.uk/bitesize/topics/zgtqfr/articles/zmbxdp3">https://www.bbc.co.uk/bitesize/topics/zgtqfr/articles/zmbxdp3</a>
To practise and embed the phonics knowledge 2 To use the question '¿Tienes?' (Do you have?) in a game	<b>Phonics cards</b> ¿Tienes? (Do you have?) Sí, tengo. (Yes, I do have.) No, no tengo. (No, I don't have.) <b>Picture game chn must have pictures of items and ask if they hav/ do not have with correc pronunciation</b>	
To learn the nouns for items in a pencil case	<b>Pencil case</b> un estuche (a pencil case) un bolígrafo (a pen) un lápiz ( a pencil) un lápiz de memoria (a USB) un sacapuntas (a sharpener) un bote de pegamento ( a glue stick) una regla (a ruler) una goma (a rubber) unos rotuladores (felt-tip pens) unas tijeras (scissors)	
To embed the pencil case nouns 2 To ask 'Do you have a..?' and respond	<b>Pencil case</b> ¿Tienes un/una...? (Do you have a?)Sí, No (Yes, No)	



## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

To ask 'What do you have in your pencil case?' and respond	<b>Pencil case</b> ¿Qué tienes en tu estuche? (What do you have in your pencil case?) En mi estuche, tengo...(In my pencil case I have...)	
To learn some key facts about Christmas in Spain	<b>La Navidad en España</b>	Intercultural Understanding To learn about Christmas Traditions in Spain
To learn a Spanish Christmas song	<b>La Navidad en España</b>	Intercultural Understanding To sing a Spanish Christmas Song.
<b>Spring</b>		
To revise the key classroom language covered so far	Classroom language	
To learn 9 new nouns (with the indefinite article)	9 animals - nouns un gato (a cat) un perro (a dog) un pez (a fish) un oso (a bear) un pájaro (a bird) un pato (a duck) un caballo (a horse) una rana (a frog) una oveja (a sheep)	
To learn how to make nouns plural in Spanish	9 animals - plurals Nouns as above with 's' added.	
To learn how to say 'a' and 'some'	9 animals - articles Articles change: un -- unos, una -- unas	
To learn the adjectives of colour	Colours azul (blue), rojo (red), blanco (white), negro (black), verde (green), amarillo (yellow), pardo (brown), morado (purple)	
To listen and read along	Brown bear story Oso pardo, oso pardo, ¿qué ves ahí?	
To describe animals with colours	Listening / Reading - describing pictures	
To join in with a song	Old MacDonald	



## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

Summer		
To learn nouns for different fruit	La oruga hambrienta (hungry caterpillar) - la fruta una manzana / las manzanas una pera / las peras una ciruela / las ciruelas una fresa / las fresas una naranja / las naranjas	
To learn the names of the days of the week	Days of the week - sign language gestures los días de la semana - lunes, martes, miércoles, jueves, viernes, sábado, domingo	
To learn food nouns from the Hungry Caterpillar story	Food from the story un trozo de pastel de chocolate un pepino un helado una loncha de queso una rodaja de salchichón una piruela una porción de tarta de frutas una salchicha una magdalena un trozo de sandía	
To consolidate the new language from lessons 1,2,3	Food from the story	
To listen and understand a Spanish story	Video of the story - ordering the text	
To develop confidence and memory by retelling the HC story	Re-telling the story	
To use knowledge of colours to create a butterfly	Making a butterfly	
To learn some words for snacks	Snack foods una ensalada (a salad), una hamburguesa (a hamburger), una limonada (a lemonade), una fruta (a fruit), unas patatas fritas (some chips), un perrito caliente (a hot dog), un helado (an ice cream), un zumo (a juice), un bocadillo (a sandwich)	<a href="#">Intercultural Understanding</a> <a href="#">To try a range of Spanish foods</a>
To ask 'What do you want?' and respond 'I want'	Ordering food in a café ¿Qué quieres? (What do you want?) Quiero un / una...(I want a ) Por favor (please) Gracias (thank you) De nada (you're welcome)	
To ask / answer from memory	In a café - role plays (Language as above)	
To write individual words from memory	Display - favourite snacks on plates	



## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

Year 4		
Objective	Language (core content)	Resources
<b>Autumn</b>		
Objective	Language (core content)	Resources
To remember key language of the classroom and greetings	Revision greetings + classroom language	
To revise numbers 1-10 and days of the week To learn numbers 11 - 31	Numbers 1-31 + revision days of the week once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno	
To consolidate numbers 1-31 To learn the months of the year	Numbers 1-31 + months los meses - enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre	
To ask and answer 'What date is it today?'	Months + dates ¿Qué día es (hoy)? (What day is it (today))? Hoy es martes. (Today is Tuesday). ¿Qué fecha es (hoy)? (What date is it (today))? Hoy es el ... de ... (Today is the ... of ...)	
To learn the names of the seasons To join in with a Spanish song	Seasons, number of days in each month el verano (summer), el invierno (winter), el otoño (autumn), la primavera (spring) San Fermin song	Intercultural Understanding Popular Spanish song - San Fermin
To learn some typical exclamations in Spanish	Responding to a video story ¡Qué lastima! ¡Qué horror! ¡Oye! ¡Mira! Vamos! ¡Vale!	Pocoyo video 2 & 3
To use language of days, dates, and celebrations to make a birthday party invitation	Making a party invitation	
To learn about a typical celebratory custom from Mexico	Day de los Muertos (Day of the dead) 1/2 <sup>nd</sup> November	<a href="https://education.nationalgeographic.org/resource/what-day-dead">https://education.nationalgeographic.org/resource/what-day-dead</a> <a href="https://www.youtube.com/watch?v=-v4-1wFEzMO">https://www.youtube.com/watch?v=-v4-1wFEzMO</a> <a href="https://www.youtube.com/watch?v=mLjG4d4ePcM">https://www.youtube.com/watch?v=mLjG4d4ePcM</a> Intercultural Understanding <a href="#">Learn about a typical celebratory custom from Mexico</a>
To learn new Christmas vocabulary	La Navidad Papá Noel un pinguino un regalo un reno un árbol de Navidad un duende un muñeco de nieve una hada una estrella una campana	Numbers 1-25 and advent calendar Festive figures
To learn the key Christmas dates for Spanish people	La Navidad	Intercultural Understanding Christmas customs in Spain, including the important calendar dates and what happens



## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

Spring		
To combine colour and other adjectives with shapes	<b>Shapes &amp; colours</b> colours - rojo, azul, verde, amarillo, violeta, marrón, gris, blanco, negro, rosa, naranja, other adjectives - recto (straight) curvo (curved), pequeño (small), grande (big), fino (thin), grueso (thick)	
To learn how to describe where things are in a picture	<b>Prepositions of place - describing pictures</b> <b>Arriba (at the top / above)</b> Abajo (at the bottom / below) A la izquierda (to the left) A la derecha (to the right) En el centro (in the centre) encima de (on top of) debajo de (underneath) al lado de (next to)	
To create own picture and description	<b>Creating own picture &amp; description</b> Use language from lessons 1,2,3	
To learn the nouns for parts of the face	<b>Parts of the face</b> (un ojo) / los ojos (eyes), el pelo (hair), (el diente)/los dientes (teeth), (el mentón - chin), la cabeza (head), la cara (face), (la mejilla - cheek), (la ceja - eyebrow), la nariz (nose), la piel (skin), la boca (mouth), la oreja / las orejas (ears), (las pestañas - eyelashes) + adjectives above	
To use the language to describe faces	<b>Describing Picasso faces</b> Language as above	Intercultural understanding- Picasso
To learn the nouns for parts of the body	<b>Parts of the body</b> la mano (hand), la pierna (leg), la garganta (throat), la espalda (back), la rodilla (knee), el estómago (stomach), el brazo (arm), el pie (foot)	Simon says and Heads, shoulders, knees and toes
To design and describe a monster picture	<b>Designing &amp; describing monster pictures</b> Use language as above	
To learn nouns for family members	<b>Nouns for family members</b> un hermano (brother), una hermana (sister), una madre (mother), un padre (father), los padres (parents), un abuelo (grandfather), una abuela (grandmother)	
Summer		
To learn the alphabet	¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?) Alphabet introduction	A - a, B - bé, C - thé, D - dé, E - é, F - effé, G - jé, H - aché, I - ee, J - jota, K - ka, L - ellé, M - emé, N - ené, O - o, P - pé, Q - koo, R - erré, S - esé, T - té, U - ubé, W - ubé doblé, X - ekeys, Y - yé, Z - theta
1 To use the alphabet to spell names	<b>Alphabet practice - with names</b>	
1 To ask and answer 'Do you have?' 'What is s/he called?' and 'How do you spell that?'	<b>Siblings &amp; pets - asking &amp; answering survey, including spelling names</b> ¿Tienes..? (Do you have..?) ¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?)	
1 To learn adjectives for describing hair & eyes	<b>Describing hair &amp; eyes</b> Tengo los ojos azules, verdes, grises, negros, marrones (blue, green, grey, black, brown eyes)el pelo largo, corto, mediano, liso, rizado, ondulado, rubio, moreno, castaño, marrón, negro, rojo (long, short, medium, straight, curly, wavy, blond, dark, chestnut, brown, black, red hair)	



## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

1 To use language to describe his/her hair and eyes	<b>Describe pictures / paintings</b> Language as above	
1 To listen and follow the story of the Giant Turnip	<b>Storytelling - the giant turnip</b> el nabo gigante - the giant turnip el padre, la madre, el hermano, la hermana, el perro, el gato, el ratón planta(n) - s/he plants roga(n) - s/he waters llega – arrives Un día (One day) Luego (then) Después (afterwards) Al final (finally)	
1 To re-tell the story with actions	<b>Storytelling - the giant turnip</b> Language as above	
1 To use the language from this term to describe an invented or famous family	<b>Describing a family (own or other)</b> Language from this term	
1 To use the language from this term to describe an invented or famous family		



## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

Year 5		
Objective	Language (core content)	Resources
<b>Autumn</b>		
To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn.	<b>Classroom language + why learn Spanish? (TBC)</b> Introduce question words (with gestures) ¿Cómo? ¿Qué?¿Dónde? ¿Cuándo? ¿Quién? ¿Con quién? ¿Cuánto? ¿Cuántos? ¿Cuál?	
To revise and extend knowledge of the numbers needed to tell the time	<b>Learning the 5 x table + song</b> cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y cinco, cincuenta	
To learn how to ask for and give the time (hour, half and quarter)	<b>Asking for &amp; giving the time</b> ¿Qué hora es? (What time is it?) Es la una / Son las cinco..(It's one o'clock, It's five o'clock)	
To consolidate and extend the ability to ask for / give the time	<b>Asking for &amp; giving the time</b> ¿Qué hora es? (What time is it?) Son las cinco y diez. (It's ten past five.) Son las cinco menos veinte. (It's twenty to five).	
To say 'at ... o'clock.' To describe what you usually have for breakfast.	<b>What time do you have breakfast?</b> <b>What do you have for breakfast?</b> ¿A qué hora desayunas? (What time do you have breakfast?) ¿Qué desayunas? (What do you have for breakfast?) Desayuno (I have for breakfast)... un yogur (a yoghurt), cereales (los) (cereals), pan (el) (bread), una tostada (a piece of toast), fruta (la) (fruit), mantequilla (la) (butter), mermelada (la) (jam), leche (la) (milk), té (el) (tea), café (el) (coffee), chocolate caliente (el) (hot chocolate), zumo de naranja (el) (orange juice) (Key grammar: use the indefinite article (un/una) OR omit the definite after verbs of eating/drinking)	<b>Intercultural understanding</b> Compare different typical mealtimes in the class with each other, and with traditional mealtimes in Spain.
To learn how to communicate likes and dislikes.	<b>Recycle familiar foods &amp; introduce opinions (me gusta/no me gusta)</b> Me gusta(n) (I like) No me gusta(n)(I don't like) (Key grammar: use the definite article (el / la) after verbs of like/dislike)	
To consolidate and embed the new language.	<b>More food &amp; opinions</b> <b>Learn food &amp; opinions song</b>	
To write short sentences about food - likes an dislikes - from memory.	<b>¿Qué te gusta comer / beber? (What do you like eating / drinking)</b> Difference between Me gusta + noun, and Me gusta comer. Write sentences to develop short-term memory.	
To learn how to say you prefer. To read and understand short texts about meals and preferences.	<b>La comida en el cole - what time is lunch?</b> <b>Packed lunch or school dinners? I prefer... I like/ don't like</b> ¿A qué hora comes en el colegio? (What time do you have lunch in school?) ¿Qué prefieres? Comida del cole / Comida de casa (School dinners / Packed lunch)	
To practise looking up new nouns in a dictionary.	<b>Saying what you have for each meal and when?</b> ¿A qué hora comes, meriendas, cenas? (What time do you have lunch, have tea, have dinner?)Dictionary lesson 1	



## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

To use language learnt to write about what you eat on a typical school day, and on a weekend day.	<b>Food diary - exchange with partner school</b>	
As above	<b>Food diary - exchange with partner school</b>	
<b>Spring</b>		
To develop use of a dictionary for nouns. To apply phonics knowledge to new language.	<b>¿Cómo se pronuncia? Sports &amp; dictionary skills lesson 2 - alphabet of sports</b>	<b>Intercultural Understanding</b> Introduce a few sports that are popular / traditional in Spanish-speaking countries.
To ask for and give opinions about sports	<b>Sports &amp; likes/dislikes (me gusta/no me gusta) - survey</b> ¿Te gusta (el rugby)? (Do you like (rugby)? el fútbol (football), el rugby (rugby), el ciclismo (cycling), el tenis (tennis), el esquí (skiing), el atletismo (athletics), la natación (swimming), la gimnasia (gymnastics)	
To talk about the sports you do. To use two key verbs in the present tense.	<b>Saying what sports you play/do (juego a / practico)</b> Juego al (I play) Practico (I do) ¿Qué deportes sabes practicar? (What sports can you play?) Sé practicar / jugar al (I can/know how to do / play) Key grammar: use of a + definite article for playing sports	<b>Intercultural Understanding</b> Can you ski in Spain? What do pupils think? Investigate the answer.
To learn expressions of frequency to say how often you do different sports.	<b>Saying how often you do something</b> Los lunes (On Mondays) etc with rest of the days of the week Todos los días (every day) Una vez a la semana (once a week) Dos veces a la semana (twice a week) A veces (sometimes) Nunca (never)	
To write and adapt sentences to describe the sports you do and when you do them.	<b>Saying how often you do something</b>	
To learn the pronouns. To learn the 6 verb endings and see the formal layout of a verb table.	<b>Regular -AR verb Practicar - to do (sports)</b> (yo) practico (tú) practicas (él / ella) practica (nosotros) practicamos (vosotros) practicáis (ellos / ellas) practican	
To use the different parts of practicar to talk about the actions of others.	<b>AR-verb paradigm practice - talking about the sports others do</b>	
To use verbs to give instructions.	<b>Using the command form to give simple movement instructions</b> Dad la vuelta (Turn around), ¡Saltad! (Jump!), Dad un paso a la derecha (Take a step to the right), Tocad los pies (Touch your feet), Poned las manos arriba (Put your hands up), Dad un paso a la izquierda (Take a step to the left), Poned las manos abajo (Put your hands down)	
To use verbs to give instructions.	<b>Creating a simple exercise/dance routine (and dance Hokey Cokey in Spanish)</b>	
<b>Summer</b>		
To extend the range of language to give levels of like / dislike.	<b>Revision of likes / dislikes me gusta/no me gusta - introduce me encanta / odio</b> <b>Focus on using verbs of opinion with nouns/accurate gender</b>	





## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

To use <i>gustar</i> / <i>encantar</i> with singular and plural nouns.		
To identify different types of music and give likes / dislikes	<b>Different types of music</b> <b>Giving opinions of different types of music</b> el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional En mi opinión (in my opinion) Pienso que (I think that)	
To look up new nouns to check for meaning using an online dictionary.	<b>Saying what instruments you hear</b> <b>Identifying Spanish words for instruments Referring to a dictionary (3)</b> el teclado (keyboard), el piano, el saxófono, el tambor (drum), el cajón (Peruvian drum), la flauta (recorder / flute), la batería (drums), la trompeta (trumpet), la guitarra, la zampoña (Peruvian pan pipes that all school children learn)	Intercultural understanding Learning about the typical instruments that Peruvian school children learn (instead of the recorder)
To ask about and say which instrument you play.	<b>Asking &amp; saying which instrument you play</b> ¿Qué instrumento tocas? (What instrument do you play?) ¿Qué instrumento sabes tocar? (What instrument can you play?)	
To listen and understand (and join in with) the Spanish version of a popular children's song.	<b>Asking &amp; saying which instrument you play</b> <b>Song - I am the music man</b>	
To learn some new adjectives	<b>Learning to give reasons with 'porque'</b> tranquilo / ruidoso (quiet / noisy) emocionante / aburrido (exciting / boring) divertido / serio (fun / serious) tradicional / moderno (traditional / modern)	
To use adjectives to give reasons for liking / disliking music or instruments	<b>Learning to give reasons with 'porque'</b> ¿Te gusta...? (Do you like?) ¿Por qué te gusta...? (Why do you like..?) Porque es + adjective (masc. / fem. ending)	
To practise dialogues asking / answers questions about music and instruments	<b>Interviews about music</b>	
To use language learnt for a new purpose	<b>Creating own song/rap</b>	
To develop confidence in performance and develop memory skills.	<b>Performing</b>	



## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

Year 6		
Objective	Language (core content)	Resources
<b>Autumn</b>		
To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn.	<b>Classroom language + reasons for learning Spanish</b>	
To describe a variety of weathers in the present tense.	<b>Describing weather</b> ¿Qué tiempo hace? (What's the weather like?) Hace buen tiempo (it's good weather), hace calor (it's hot), hace frío (it's cold), hace mal tiempo (it's bad weather), hace sol (it's sunny), hace viento (it's windy), hay niebla (it's foggy), hay tormenta (it's stormy), llueve (it's raining), nieva (it's snowing), el invierno (winter), el otoño (autumn), la primavera (spring), el verano (summer)	<a href="#">Intercultural understanding</a> <a href="#">Look at weathers in photos from all over Spanish-speaking world</a>
To use the language of weather to describe typical climates in different places, combining with familiar expressions of frequency.	<b>Describing weather</b> En .. en invierno siempre hace frío. (In ... in winter it's always cold.) en invierno (in winter), en otoño (in autumn), en primavera (in spring), en verano (in summer), a veces (sometimes), normalmente (usually)	
To learn the names of five countries and describe their flags. To revise adjectival agreement.	<b>Introduction to names of 5 countries.</b> <b>Recognising and describing flags, using correct colour and adjectival agreement.</b> ¿Qué país es? (What country is it?) el país / los países Inglaterra, Alemania, Francia, España, Irlanda ¿De qué color es la bandera? (What colour is the flag) Es blanca y roja.	
To learn some key vocabulary to describe why countries are well-known.	<b>What countries are famous for</b> ¿Por qué es ... famoso/a? (Why is ... famous?) Es famoso/a por ... (It's famous for...) las patatas (potatoes), la lluvia (rain), el baile irlandés (Irish dancing), el té (tea), pescado y patatas fritas (fish and chips), la familia real (royal family), las salchichas (sausages), los coches (cars), la cerveza (beer), el queso (cheese), el pan (bread), el vino (wine), el flamenco, la playa (beach), el sol (sun)	
To learn some key language to describe features of Spain. To learn how to say a lot / many	<b>Focus on Spain - Hay + plural nouns + mucho(s)</b> un río / muchos ríos (a river, lots of rivers) un puerto / muchos puertos (a port, lots of ports) un aeropuerto / muchos aeropuertos (an airport, lots of airports) una playa / muchas playas (a beach, lots of beaches) una montaña / muchas montañas (a mountain, lots of mountains)	<a href="#">Intercultural understanding</a> <a href="#">To be familiar with the map of Spain and the main geographical and other features.</a>
To read and understand a text about Spain with some unfamiliar language. To become more confident with using 'mucho'	<b>Describing Spain and using mucho/a/os/as</b>	



## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

<p>To work out from visual and textual clues the meaning of new words. To pronounce accurately new words from text.</p>	<p><b>Geography - main cities in Spain and points of the compass</b> la ciudad / las ciudades (the town/city - towns/cities) Bilbao, Pamplona, Barcelona, Madrid, Valencia, Granada, Cádiz norte, noreste, este, sureste, sur, suroeste, oeste, noroeste (points of the compass) en la costa</p>	<p><b>Intercultural understanding</b> To learn the names of some well-known Spanish cities.</p>
<p>To learn more about 5 key cities in Spain.</p>	<p><b>What different cities are famous for</b> la Tomatina / Carnaval / Las Fallas / San Fermín / La feria de abril</p>	<p><b>Intercultural understanding</b> To find out the importance of festivals in Spain and learn the names of some key features and festivals in 5 cities in Spain.</p>
<p>To learn words to describe what is in a town.</p>	<p><b>Places in the town</b> ¿Qué hay en (Cambridge)? (What is there in (Cambridge))? un castillo (a castle), un mercado (a market), un estadio (a stadium), un centro comercial (a shopping centre), un polideportivo (a sports centre), un cine (a cinema) una piscina (a swimming pool), una universidad (a university), muchas tiendas (lots of shops), muchos museos (lots of museums), muchos parques (lots of parks), muchos restaurantes (lots of restaurants)</p>	
<p>To embed the new vocabulary for places in the town and write short sentences from memory.</p>	<p><b>Places in the town</b></p>	
<p>To use language with more independence to describe places. To use key verbs in the 3rd person (Hay, Tiene, Está) and key verbs of like / dislike with reasons, recycling language from Y5.</p>	<p><b>Describing photos &amp; giving opinions</b> ¿Qué opinas de...? (What do you think of...?) Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer) ¿Te gusta...? (Do you like...?) ¿Por qué te gusta..? (Why do you like..?) Porque me parece ... (because it seems...) Porque creo que es... (because I think it is...) tranquilo / ruidoso (quiet / noisy) emocionante / aburrido (exciting / boring) divertido / serio (fun / serious) bonito / feo (pretty / ugly) tradicional / moderno (traditional / modern) internacional, turístico, famoso, impresionante</p>	
<p><b>Spring</b></p>		
<p>To use a word list to write a text in response to a picture. To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words)</p>	<p><b>Describing photos &amp; giving opinions</b></p>	
<p>To consolidate knowledge of key question words. To practise forming questions independently using key verb forms (Tiene, Hay, Es, Está)</p>	<p><b>Revise question words with gestures</b> ¿Cómo? ¿Qué? ¿Dónde? ¿Cuándo? ¿Quién? ¿Con quién? ¿Cuánto? ¿Cuántos? ¿Cuál?</p>	



## MFL at West Cornforth Primary School

### “You live a new life for every language you speak.” – Czech Proverb

<p>To understand longer sentences. To practise writing longer sentences from memory.</p>	<p><b>Introduction to 5 festivals &amp; sentence-building</b> E.g. En julio en Pamplona hay una fiesta que se llama San Fermín. (In July in Pamplona there is a festival which is called San Fermín.)</p>	
<p>To understand language presented in sentences, some of which is unfamiliar. To listen to passages of 15 - 25 words and identify the gist to identify the festival. (Passages include some new language, mostly cognates).</p>	<p><b>Introduction to festivals and listen &amp; identify 5 x festivals.</b> España es famosa por sus fiestas: Spain is famous for its festivals Fiestas celebran la tradición y la cultura española: Festivals celebrate Spanish tradition and culture En muchas fiestas la gente baila, canta y toca instrumentos: In lots of festivals people dance, sing and play instruments. En muchas fiestas también hay fuegos artificiales: In lots of festivals there are also fireworks.</p>	<p><a href="#">Intercultural understanding</a> <a href="#">To learn details about 5 traditional Spanish festivals.</a></p>
<p>To read and understand a short text about the Carnaval de Cádiz. To use a dictionary, if needed, to help identify unknown words.</p>	<p><b>Carnaval de Cádiz - match Q &amp; As</b> ¿Cuándo es? (When is it?) Es en (julio) (It is in (july)) ¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days). ¿Dónde está? (Where is it?) Está en..(It is in) ¿Qué lleva la gente? (What do people wear?) La gente lleva... (People wear...) ¿Qué hay...? (What is there...?) ¿Qué opinas de...? (What do you think about...?)</p>	<p><a href="#">Intercultural understanding</a> <a href="#">To find out more information about one specific festival.</a></p>
<p>To give opinions and reasons for liking / disliking / preferring this festival to the Cádiz Carnaval.</p>	<p><b>Las fallas</b> <b>Key language for all 5 x festivals</b> me gusta(n) / me encanta(n) / odio / prefiero me parece (it looks / seems) / creo (I believe) hay / se llama (it is called) baila(n) (dances) / toca(n) (plays) / canta(n) (sings) se celebra(n) (is celebrated) / lleva(n) (wears) dura(n) (lasts) / la fiesta / las fiestas (festival / festivals) / la gente (people) / un instrumento (an instrument) / la tradición (tradition) / la cultura (culture) / sombreros (hats), gafas (glasses), pelucas (wigs), un pañuelo (scarf), una camiseta (t-shirt), un traje tradicional (traditional dress), un disfraz (fancy dress) / fuegos artificiales (fireworks), canciones (songs), petardos (firecrackers), figuras de papel maché (papier maché figures) / el encierro (bull running), la corrida de toros (bull fight)</p>	
<p>To work out from visual and textual clues the meaning of whole sentences. To pronounce accurately new words from text.</p>	<p><b>Feria</b> Key language as above.</p>	
<p>To write (independently) sentence answers to familiar questions to produce a description of the San Fermín festival.</p>	<p><b>San Fermín (+ revision of song)</b> Key language as above.</p>	



## MFL at West Cornforth Primary School

“You live a new life for every language you speak.” – Czech Proverb

To give opinions and justify those reasons.		
To read and understand a short text about the Tomatina. To use reading strategies to work out the overall meaning and some detail.	<b>La Tomatina + reading comprehension task (level 4)</b> Key language as above.	
To use key language from this module to describe a festival in the UK.	<b>Describe a UK festival (writing task)</b> ¿Cuándo es? (When is it?) Es en (julio) (It is in (july)) ¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days). ¿Dónde está? (Where is it?) Está en..(It is in) ¿Qué lleva la gente? (What do people wear?) La gente lleva... (People wear...) ¿Qué hay...? (What is there...?) ¿Qué opinas de..? (What do you think about...?)	
<b>Summer</b>		
Research task - holiday destinations (web quest)	To research a new part of the Spanish-speaking world to find out key information about it.	
Assessment tasks	Describing a holiday picture	
	Holiday reading tasks	
	Writing a holiday postcard	