**MFL Long Term Spanish Plan**

**Year 4**

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| **Term** | **Topic** | **Topic Objectives** | **National Curriculum** | **Links to previous topics** |
| **Autumn**  **1** | **My Town** | * **Name some of the major Spanish-speaking cities** * **Identify and say typical amenities to be found in town.** * **Say and order multiples of ten.** * **Ask and give simple address in Spanish** * **Locate the correct part of a bilingual dictionary to translate from Spanish-English or vice versa.** * To locate some of the key Spanish-speaking cities. * Say in Spanish what amenities or features are found in their own town. * Use multiples of 10 and number operations to do simple calculations. * Vary sentences, asking and giving simple addresses. * To use bilingual dictionary with increasing confidence. | * 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; * 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; * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | Year 3 – tell me when |
| **Autumn**  **2** | **Let’s Go** | * **name some types of transport.** * **Use the 1st and 2nd person singular of the verb ‘ir’ (to go) correctly in a simple sentence.** * **Respond to simple instructions for direction and movement.** * **Follow simple directions to find a place on a map.** * use the correct article to precede a noun according to gender. * Use 1st person, 2nd person (singular) and 3rd person of ‘to go’ accurately with the correct pronoun. * Give and respond to simple movement/ direction instructions. * Give simple directions by substituting vocabulary as necessary. * Follow simple directions to find a place on a map. | * present ideas and information orally to a range of audiences; * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; * describe people, places, things and actions orally and in writing; * engage in conversations; ask and answer questions; express opinions. * Understand basic grammar, including conjugation of high-frequency verbs | KS1 songs transport |
| **Spring**  **1** | **Shopping** | * **Listen and respond to topic vocabulary.** * **Answer questions using the topic vocabulary.** * **Take part in role play as a shopper/shopkeeper, speaking in Spanish.** * **Greet and respond.** * Choose the correct verb form ‘me gusta/me gustan’ according to the number of nouns. * Use the appropriate indefinite articles un, una, unos and unas. * Use adjectives (colours) and place them after the noun. * Ask questions using the topic vocabulary. * Count up 100 in Spanish. | * engage in conversations; ask and answer questions; express opinions * Understand basic grammar appropriate to the language being studied. * speak in sentences, using familiar vocabulary, phrases and basic language structures; | KS1 songs food  Year 3 – time to eat |
| **Spring**  **2** | **The wider world** | * **Listen and respond to topic vocabulary.** * **Answer questions orally using the topic vocabulary.** * **Write an answer in a sentence using the topic vocabulary.** * **Recognise capitals, countries and continents.** * **Name some animals in Spanish.** * Identify continents and countries in Spanish. * Match capital cities to their countries. * Name animals in Spanish. * Ask and answer questions using the topic vocabulary. * Adapt sentences with support to create new ones. | * speak in sentences, using familiar vocabulary, phrases and basic language structures; * write phrases from memory, and adapt these to create new sentences, to express ideas clearly; * Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | Year 4- My Town |
| **Summer**  **1** | **My Routine** | * **Say and write a sentence to tell the time (o’clock).** * **Count in fives to at least 30.** * **Understand and use the terms ‘antes’ and ‘después’.** * **Answer questions about a TV schedule.** * Say and write a sentence to tell the time (o’clock and half past). * Count in fives to 60 with support; | * speak in sentences, using familiar vocabulary, phrases and basic language structures; * engage in conversations; ask and answer questions; express opinions. * Read carefully and show understanding of words, phrases and simple writing. * listen attentively to spoken language and show understanding by joining in and responding; | Year 3- Tell me when |
| **Summer**  **2** | **Free time** | * **Listen and respond to topic vocabulary.** * **Answer questions orally using the topic vocabulary.** * **Identify vocabulary about sports, weather, seasons and holiday activities.** * Express their opinion about sports and holiday activities. * Write and say a sentence saying what activities they like to do in summer. * Describe the weather in Spanish. * Present ideas and information orally to a range of audiences. * Extract the main ideas from a short written text. | * Understand basic grammar appropriate to the language being studied, including features and patterns of the language, how to apply these, for instance, to build sentences, and how these differ speak in sentences, using familiar vocabulary, phrases and basic language structures; * from English. * present ideas and information orally to a range of audiences; * engage in conversations; ask and answer questions; express opinions * read carefully and show understanding of words, phrases and simple writing; * speak in sentences, using familiar vocabulary, phrases and basic language structures; | Year 4- shopping; me gusta(n) |

**All children will achieve these objectives** Most children will achieve these objectives