

Whole School Chuckery MFL Curriculum

Phase	Year group	Topic name	Enquiry	NC focus	Disciplinary concepts	Substantive concepts	Key knowledge
LKS2	Year 3	Phonetics lesson 1 (C) & I'm Learning Fr/Sp/It (E)	Can I pronounce sounds correctly in Spanish?	<p><u>To begin to</u> listen attentively to spoken language, join in and respond</p> <p><u>To begin to</u> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Write words and phrases from memory.</p>	Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson.	Writing Speaking Listening	<ul style="list-style-type: none"> • Locate Spain, Madrid, and a few key cities on a map. • Understand the Hispanic world better. • Ask somebody how they are feeling and what their name is. • Say how we are feeling and our names. • Count to 10. • Read, write, say, and recall ten different colours.
		Seasons (E)	How do I say and describe the seasons in Spanish?	<p><u>To begin to</u> build short phrases, using familiar vocabulary and basic language structures and say them aloud</p> <p><u>As a group</u>, present ideas and information orally to a range of audiences*</p>	<p>Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes.</p> <p>Start to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.</p>	Reading Writing Speaking Listening	<ul style="list-style-type: none"> • Recognise all four seasons in Spanish. • Learn an associated action for each season in Spanish. • Understand better what happens in the world around us in each season in Spanish.
		Musical Instruments (E)	How do I say and describe musical instruments in Spanish? How is Spanish music different	<p>speak in short phrases, using familiar vocabulary and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using</p>	To work on improving memory skills. Learning to recognise and learn cognates such as guitarra, piano, clarinete first. Starting to build a short phrase in Spanish using a conjugated verb, 1st person of the verb 'to play' (tocar) and definite determiner/article (el, la or los). Choosing and ordering these words accurately. Learning that in Spanish the	Reading Speaking Listening	<ul style="list-style-type: none"> • Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. • Start to understand articles/determiners better in Spanish. • Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments.

			to music in other countries ?	familiar words and phrases* read carefully and show understanding of words and phrases	personal pronoun 'I' (yo) is often dropped and just toco is used. We will see this happens a lot in other units going forward.		
		Fruits or Vegetables (E)	Can I name and describe fruit and vegetables in Spanish?	write words and phrases from memory describe people, places, things and actions orally* and in writing engage in basic conversations; ask and answer questions; express opinions and respond to those of others	Skills we will develop: Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as patatas and tomates). Having enough language from memory to perform a short role play Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.	Reading Writing Speaking Listening	Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody in Spanish if they like a particular fruit
		Ice-Creams (E)	Which ice cream is your favourite ? Can you ask	write phrases from memory, and adapt these to create new sentences. describe people, places, things and actions orally* and in writing speak in sentences, using familiar vocabulary, phrases and basic language structures	Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as vainilla for vanilla, chocolate for chocolate and caramelo for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an icecream in Spanish. Useful phrases such as 'I would like', 'please' and 'thank you'.	Reading Writing Speaking Listening	Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. • Learn how to say 'please' and 'thank you' in Spanish.
		Little Red Riding Hood or Ancient Britain (E)	Can I re-tell the story of Little Red Riding Hood?	speak in phrases and 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	Remember enough new language to able to write and present orally (perhaps even from memory) a short paragraph as a person from the stone, bronze or iron age using more than one high frequency verb and a wider range of vocabulary with high accuracy. Learning to make full use of the templates and support provided.	Reading Writing Speaking Listening	Name in Spanish, the six key periods of ancient Britain, introduced in chronological order. Say in Spanish three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. • Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo).

				<p>familiar words and phrases*</p> <p>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</p>			
	Year 4	Phonetics lesson 2 (C) & Presenting Myself (I)	Who am I?	<p>To listen attentively to spoken language, join in and respond</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others</p>	<p>To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.</p>	Speaking Listening	<p>Count to 20 in Spanish.</p> <p>Ask somebody how they are feeling, their age, name and where they live in Spanish.</p> <p>Say how we are feeling, how old we are, what our name is and where we live in Spanish.</p> <ul style="list-style-type: none"> • Apply rules of adjectival agreement when saying our nationality in Spanish.
		Family (I)	Who is in my family?	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Describe people with extra information orally * and in writing</p>	<p>We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the Spanish language works by understanding</p>	Writing Speaking Listening	<p>Remember the nouns for family members in Spanish from memory.</p> <p>Describe our own or a fictitious family in Spanish by name, age, and relationship.</p> <p>Count to 100 in Spanish.</p> <ul style="list-style-type: none"> • Understand possessive adjectives better in Spanish ('my' form only).

				understand basic grammar appropriate to the language being studied	better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessives adjectives. We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy.		
		Goldilocks or Tudors (I)	Can I re-tell the story of Goldilocks?	listen attentively to spoken language and show understanding by joining in and responding appreciate stories, songs, poems and rhymes in the language read carefully and show understanding of words, phrases and simple writing present ideas and stories orally to a range of audiences*	To further improve memory, recall and retention skills using English literacy knowledge (SPAG) and what words 'do' in sentences. Breaking down a sentence into verbs, articles, nouns and adjectives as it can help decode unknown language. Learning to use knowledge of a topic in one language to help decode in another. How languages have similarities as well as differences.	Reading Speaking Listening	Listen attentively to a whole familiar fairy tale in Spanish. Remembering new language using picture, word and phrases cards. Improve reading and listening skills. Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support.
		Habitats (I)	Can I name the 5 most common types of habitats in Spanish?	speak in phrases and sentences, using familiar vocabulary, with further detail. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material write phrases from memory, and adapt these to create new sentences, to express ideas clearly	To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.	Reading Writing Speaking	Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. • Name an animal and a plant that live and grow in each type of habitat.
		Classroom (I)	What is in my classroom?	write phrases from memory using relevant vocabulary	To work on memory, recall and retention skills using images as well as the written word.	Reading Writing Speaking Listening	Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.

				<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>describe things orally* and in writing</p> <p>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</p>	<p>To also improve spellings in Spanish by completing a variety of written based activities. To improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a possessive and negative reply.</p>		<p>Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. Learn how to use the negative in Spanish.</p> <ul style="list-style-type: none"> • Describe what we have and do not have in our pencil case/rucksack.
		My Home (I)	<p>What is my home like?</p> <p>What is in my home?</p>	<p>speak in more detailed sentences, using familiar vocabulary, phrases and basic language structures</p> <p>engage in more detailed conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>write phrases from memory or using a word bank, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p>	<p>To speak and write using longer more interesting sentences, that include the key structures presented in the unit.</p> <p>Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.</p>	<p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Listening</p>	<p>Say and write in Spanish whether we live in a house or an apartment.</p> <p>Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...</p> <ul style="list-style-type: none"> • Use the connective/conjunction y to link two sentences together.

UKS2	Year 5	Phonetics lesson 3 (C) & Do You Have A Pet? (I)	Do you have a pet?	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Communicate with others with improved confidence and accuracy with phonics.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	Reading Writing Speaking Listening	<p>Know the nouns and indefinite articles for 8 common pets.</p> <p>Ask somebody if they have a pet and give an answer back.</p> <p>Say in Spanish what pet we have/do not have and give our pet's name.</p> <ul style="list-style-type: none"> • Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.
		What Is The Date? (I)	What is the date?	<p>Say phrases from memory and apply the basic language structures</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others</p>	To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.	Speaking Listening	<p>Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in Spanish.</p> <p>Ask and answer what the date is in Spanish.</p> <ul style="list-style-type: none"> • Ask and answer the question 'when is your birthday?' in Spanish.
		The Weather (I)	What is the weather like today?	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of</p>	To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences	Reading Writing Speaking Listening	<p>Recognise and recall the 9 weather expressions in Spanish from memory.</p> <ul style="list-style-type: none"> • Ask what the weather is today and give a reply in Spanish. • Describe the weather in Spain, in Spanish using a weather map with symbols.

				<p>others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>			
		Romans (I)	<p>What was life like for a Roman?</p>	<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new detailed sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p> <p>speak in in detailed phrases or sentences, using familiar vocabulary and basic language structures</p>	<p>To further improve decoding skills, building up our use of language learning strategies gradually understanding more and more of what we hear and read. Improving also our written and spoken Spanish by writing a sequence of sentences including the accurate use of the negative.</p>	Writing Speaking	<p>Understand the key facts of the history of Ancient Rome in Spanish.</p> <p>Say and spell the days of the week in Spanish.</p> <p>Name some/all of the most famous Roman inventions in Spain.</p> <ul style="list-style-type: none"> • Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in Spanish.
		Olympics (I)	<p>What are the Olympics ?</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>To improve decoding longer unfamiliar texts in Spanish using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian</p>	Listening Speaking writing	<p>Understand the key facts of the ancient and modern Olympics recounted in Spanish.</p> <p>Learn 10 nouns and articles for common Olympic sports.</p> <p>Explore the full present tense conjugation of the high frequency verb PRACTICAR.</p> <ul style="list-style-type: none"> • Look at the adjectival changes involved when you describe a male Olympian or female Olympian.

				<p>understand new, more complex grammar that is appropriate to the language being studied</p> <p>describe, with detail, the people, places, things and actions orally* and in writing</p>			
		Clothes (I)	What clothes do we wear?	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>describe people, places, things and actions orally* and in writing</p>	<p>To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</p>	Speaking Writing	<p>Recognise and recall from memory 21 items of clothing. Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.</p> <ul style="list-style-type: none"> • Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.
	<u>Ye</u> <u>ar</u> <u>6</u>	Phonetics lesson 4 (C) & At School (P)	What is school like?	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>broaden and extend their vocabulary and develop</p>	<p>To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to</p>	Reading Writing Speaking Listening	<p>Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour.</p> <ul style="list-style-type: none"> • Say at what time and on what day we study certain school subjects.

				<p>their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write detailed phrases from memory, and adapt these to create new interesting sentences, to express ideas clearly</p> <p>describe, with detail, people, places, things and actions orally* and in writing</p>	<p>extend our sentences, making them longer and more interesting.</p>		
		Regular Verbs (P)	What are regular verbs in Spanish?	<p>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</p>	<p>To work on becoming more familiar and confident using verbs in Spanish. Understanding better the rules involved with regular verb conjugation and getting used to using more than just the first person singular of a verb (the yo/I form). Completing all the activities and verb booklet with high accuracy so when necessary it can be used as a reference.</p>	<p>Reading Writing Speaking Listening</p>	<p>Understand better what personal/subject pronouns are.</p> <p>Understand better the concept of verb stems and endings.</p> <p>Conjugate easily and with clear understanding regular -er verbs like COMER.</p> <p>Conjugate easily and with clear understanding regular -ir verbs like VIVIR.</p> <p>• Conjugate easily and with clear understanding regular -ar verbs like HABLAR.</p>
		The Weekend (P)	What do you do at the weekend ?	<p>Speak in detailed and accurate sentences, using familiar vocabulary, phrases and basic language structures</p> <p>broaden a rich vocabulary and develop their ability to understand new words and phrases that are introduced into familiar written material.</p>	<p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p>	<p>Reading Writing Speaking Listening</p>	<p>Tell the time in Spanish using quarter past, half past and quarter to.</p> <p>Say and write in Spanish what we do at the weekend using two or more sentences.</p> <p>• Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p>

		World War II (P)	What happened during the second world war?	<p>speak fluently and accurately in detailed sentences, using familiar vocabulary, phrases and basic language structures</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</p> <p>write detailed, interesting phrases from memory, and adapt these to create new cohesive sentences, to express ideas and historic facts clearly</p>	To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary. Language learning strategies that are transferable and not limited to the language covered in this unit.	Reading Writing Speaking Listening	<p>Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in Spanish.</p> <p>Say and write in Spanish the key countries and languages involved in WW2.</p> <ul style="list-style-type: none"> • Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside.
		The Vikings (P)	Who are the Vikings?	<p>speak fluently and accurately in detailed sentences, using familiar vocabulary, phrases and basic language structures</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</p> <p>write detailed, interesting phrases from memory, and adapt these to create new cohesive sentences, to express ideas and historic facts clearly</p> <p>present ideas and information orally to a range of audiences</p>	Decoding longer and less familiar language in listening and reading tasks. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit. Learning to use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs. Remembering to also apply the grammar previously learnt to ensure accuracy.	Writing Speaking	<p>Name the six key periods of ancient Britain in Spanish. Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in Spanish.</p> <ul style="list-style-type: none"> • Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking
		Me In The World (P)	Who am I in this world?	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>speak in sentences, using familiar vocabulary,</p>	To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider Spanishspeaking world.	Reading Writing Speaking Listening	<p>Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.</p> <p>Say and write about some key celebrations in the Spanish speaking world and some of the differences in</p>

				<p>phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p>	<p>Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in Spanish.</p>		<p>terms of geography and historical sites between Lima and Madrid.</p> <p>Say and write something we do to help the planet.</p>
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