



*“If you talk to a man in a language he understands, it goes to his head. If you talk to a man in his language, that goes to his heart” - Nelson Mandela*

## Recording Expectations

### Portfolio

Pre and post assessments are carried out using KWL grids

Weekly sheet documenting key vocabulary, capturing conversational practice undertaken and quotes from children in the lesson demonstrating critical thinking.

NEW: Highlight misconceptions that arose and were corrected as part of weekly sheet

Recap prior learning using this each week with the class.

Ensure meaningful 'next steps' are recorded

Can be used as a source of vocabulary reference for the children

### Spanish Book - NEW

Use to enable children to record individual written tasks and as a vocabulary record.

No requirement for weekly input, though written tasks should be completed regularly.

Can be used by children as a reference point for taught vocabulary.

Pink/blue highlighting required.

Misconceptions should be highlighted blue and children given time to correct

### Other

Correction of verbal misconceptions in the lesson

Weekly recording of formative assessments on Otrack

Note observations and notes on planning to inform future learning.

## Why Spanish?

- Spanish is the **second most spoken language**
- The British Council announced that Spanish is the **most important language for the UK**
- It is considered one the **easiest languages to learn** as it is largely phonetic.
- Spanish can be used as a 'gateway' to learn other languages; it has many similarities to Italian, French and Portuguese.
- Emerging economies in the Americas mean that the chance of work and business opportunities from Spanish knowledge is increasing
- The vast range of countries that speak Spanish makes an understanding of the language very useful for those who want to travel
- Many aspects of Spanish **culture** have become world-renowned and famous i.e. Pablo Picasso.
- Spanish and South American sport has consistently been among the best in the world i.e. World Cup winners in 2010, Rafael Nadal has won 13 Grand Slam titles.

## Delivery

- 30 mins per week** – this can be allocated to suit your timetable
- Consolidation opportunities throughout the week** i.e. taking the register in Spanish, counting, conversations about likes/dislikes
- Termly MFL Day** – spending time exploring the culture of Spain and linking to the outcomes from the Curriculum map, children can apply their learning i.e. Hosting a breakfast café

Outcomes: Extended Project - Holiday Brochure

Outcomes: Tourist information leaflet

Y6 ORACY	Y6 VOCABULARY	Y6 GRAMMAR	Y6 CULTURE
<ul style="list-style-type: none"> <li>What's the weather like?</li> <li>In ... in winter it's always cold.</li> <li>Why is Spain famous? It's famous for...</li> <li>Where do you live?</li> <li>What is there in (Madrid)? In Madrid there is...</li> <li>Why do you like...?</li> <li>When is it?</li> <li>How many days does the festival last? It lasts...</li> <li>Where is it? It is in...</li> <li>What do people wear? People wear...</li> <li>What is there...?</li> <li>What do you think about...?</li> </ul>	<ul style="list-style-type: none"> <li>Weather</li> <li>Spanish features</li> <li>Places in town</li> <li>Festival language</li> </ul>		<ul style="list-style-type: none"> <li>Spanish customs including food</li> <li>Research cities and festivals i.e. Cadiz</li> </ul>
Recap: Do you like...?	Recap: classroom language, seasons	Recap: Tener - to have, Gustar- to like	

YEAR  
**6**

Outcomes: Music Evaluations

Outcomes: Survey of classmates' sport preferences

Outcomes: Breakfast Café

Y5 ORACY	Y5 VOCABULARY	Y5 GRAMMAR	Y5 CULTURE
<ul style="list-style-type: none"> <li>What time is it?</li> <li>What time do you have breakfast?</li> <li>What do you want for breakfast? I would like...</li> <li>What do you have for breakfast?</li> <li>Do you like...?</li> <li>What sports can you play?</li> <li>I can/know how to do / play...</li> <li>In my opinion/(I think that...</li> <li>Why do you like...?</li> <li>What instrument do you play?</li> <li>What instrument can you play?</li> </ul>	<ul style="list-style-type: none"> <li>Question words</li> <li>Numbers linked to 5x table for time</li> <li>Breakfast items</li> <li>Sports</li> <li>Musical Instruments</li> <li>Types of music</li> </ul>	<ul style="list-style-type: none"> <li>To have breakfast</li> <li>To like</li> <li>To play (sports)</li> <li>To do</li> <li>To play (instrument)</li> <li>Adjectives to describe music</li> </ul>	<ul style="list-style-type: none"> <li>Spanish breakfast culture</li> <li>Traditional sports &amp; sportspeople</li> <li>Traditional Spanish music and musical instruments</li> </ul>
	Recap: numbers 1-31, classroom language	Recap: me gusta, no me gusta	

YEAR  
**5**

Outcomes: Labelled family portrait & family member survey

Outcomes: Picasso art labelled display

Outcomes: Birthday party invitations, cards & role play.

Y4 ORACY	Y4 VOCABULARY	Y4 GRAMMAR	Y4 CULTURE
<ul style="list-style-type: none"> <li>What day is it... (another day)?</li> <li>When is your birthday? My birthday is...</li> <li>Please come to my birthday party</li> <li>Happy birthday</li> <li>Describing pictures/people</li> <li>Do you have...?</li> <li>What is he/she called? He/she is called...</li> <li>How do you spell that?</li> <li>What does she look like?</li> </ul>	<ul style="list-style-type: none"> <li>Months/seasons</li> <li>Family members</li> <li>Birthday party vocab</li> <li>Shapes</li> <li>Parts of the body/face</li> <li>Names of family members</li> </ul>	<ul style="list-style-type: none"> <li>To have</li> <li>Adjectives – additional colour/shape/position &amp; hair/eyes</li> <li>Prepositions of place</li> </ul>	<ul style="list-style-type: none"> <li>Traditional birthday celebrations</li> <li>Picasso (Art)</li> </ul>
Recap - What do you call yourself? I call myself... How are you?	Recap – days of the week, numbers 11-31, classroom language	Recap – colour adjectives	

YEAR  
**4**

YEAR  
**3**

Outcomes: Classroom Role Play Spanish Christmas Card

Outcomes: Pets display

Outcomes: Role Play café with supporting display

Y3 ORACY	Y3 VOCABULARY	Y3 GRAMMAR	Y3 CULTURE
<ul style="list-style-type: none"> <li>What do you call yourself? I call myself...</li> <li>How are you? Well/bad/good/awful thanks... etc</li> <li>How old are you? I am... years old</li> <li>What do you have? I have...</li> <li>Do you have a...? Yes I have a/No I don't have a...</li> <li>What do you call your [pet]? I call my [pet]...</li> <li>What do you want? I want a...</li> <li>Please... Here you are... / Thank you... / You're welcome...</li> <li>What colour is?</li> <li>How many... are there?</li> <li>What day is it (today)?</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 1-10</li> <li>Pencil case items</li> <li>Classroom language</li> <li>Animals</li> <li>Fruit</li> <li>Days of the week</li> <li>Popular café foods</li> </ul>	<ul style="list-style-type: none"> <li>I have</li> <li>He/she/it is</li> <li>They are</li> <li>There is/are</li> <li>Plurals of nouns</li> <li>Adjectives of colour</li> <li>Articles- a/some</li> </ul>	<ul style="list-style-type: none"> <li>Christmas in Spain</li> <li>Popular pets</li> <li>Popular Spanish foods</li> </ul>

**KS2 LANGUAGES:** we aim to develop language and communication skills