

## St Theresa's Catholic Primary School



"to do the little things well"

### MFL Curriculum Intent:

Our children will have the opportunity to deepen their understanding of the world which will enable them to express their ideas and thoughts in another language. It will provide opportunities to communicate for practical purposes and respond to its speakers in both speech and in writing.

### MFL SPANISH Curriculum Map 2025/2026

	Autumn	Spring	Summer
EYFS			Introduce children to the Spanish café ordering and tasting ice creams, introducing vocabulary
Year 1			Food and shopping - children will cook traditional Spanish dishes and traditional Spanish dances
Year 2			Food and shopping - children will cook traditional Spanish dishes and traditional Spanish dances

**Year 3**

**Autumn 1**

- A new start

Greetings /farewells  
Ask and answer question: name/ feelings.  
Explore numbers 0-10.  
Explore 6 colours.  
*Children will say a greeting*  
*Respond to a question about name or feelings*  
*Attempt a question - name or feelings*  
*Remember some numbers between 0-10*  
*Say at least 4 colours*

**Autumn 2**

- Calendar and celebrations

Colours  
Days of week  
Months of year  
*Read and write dates in Spanish.*  
**Culture:** Christmas  
*Children will Read and say some adjectives of colour*  
*Recognise, say and attempt to write a day of week*  
*Recognise and say most months*  
**Sound Spelling**  
*identify specific sounds /phonemes.*  
**Listening**  
*understand a few familiar spoken words and phrases.*  
**Speaking**  
*say/repeat a few short words and phrases and would be understood by a native speaker.*

**Spring 1**

- Animals

Animals (pets) nouns  
My favourite animal is ...  
Animals I have/don't have...  
Story: Animals I see when I walk to school.  
*Children will Remember and say animal nouns*  
*Write a simple sentence about a favourite animal*  
*Recognise a noun in a sentence*  
Identify a noun  
Aware of plural nouns  
Nouns using indefinite article "a" (un/una).

**Spring 2**

- Carnival and numbers

Revisit numbers 0-11.  
Revisit colours.  
Ask and answer "How old are you?"  
Participate in a simple dialogue (name, feelings, age).  
**Culture:** Carnival  
**Culture:** Easter  
**Reading**  
Can recognise and read out a few familiar words and phrases.  
**Writing**  
Can write a few simple words or phrases or symbols as emergent writers of target language.

**Summer 1**

- Hungry Giant
- Fruit and vegetable nouns
- Numbers 0-20
- Colours
- I want
- I would like ...
- Please
- **Story:** The hungry giant story
- **Board game:** The hungry giant
- Fruit and vegetable nouns

*Understand and say fruit/veg nouns*  
*Recall numbers 0-20*  
*Count fruits*  
*Understand, enjoy, join in with story and board game*  
*Ask politely for an item*  
*Attempt to write a simple sentence using conjunction "and"*  
**Summer 2**

- Going on a picnic and where I live

  
*Identify and understand familiar colours in a sentence*  
*Remember and say familiar colours*  
*Understand and join in with a story*  
*Ask the question "Where do you live?"*  
*Respond to the question with "I live in ..."*

**Year4****Autumn 1**

- Welcome to school

*say and write some nouns for places in school  
say and write some nouns for classroom objects  
Recall personal information questions and answers*

*Recall 0-10 and some classroom instructions*

*Say and read numbers 10-20*

*Recall days and months*

*Names of areas /rooms in school*

*Classroom item nouns*

**Culture:** School in Spain

*Speak confidently (words, phrases, sentences).*

*Identify key sounds and silent letters.*

**Autumn 2**

- My town, your town

*Revisit /extend colours*

*Revisit/extend classroom commands*

*Commands of movement and direction*

*Places in town/shops nouns*

**Culture:** shops and a typical town in Spain

**Culture:** Christmas

**Sound Spelling**

*Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.*

**Listening**

*Can understand a few familiar spoken words and phrases.***Speaking**

*Can understand a range of familiar spoken phrases and is able to listen for specific*

**Spring 1**

- Alien family and faces

*Children will Remember and say nouns for members of family*

*Recognise, understand and say parts of face nouns*

*Write a simple sentence with a number and a face part noun*

**Culture:** Epiphany in Spain.

*Family member nouns*

*Recall personal information*

**Spring 2**

- Moving our bodies

*Recognise and use accurately body part nouns*

*Understand simple descriptive sentence about body parts with colour adjectives and size adjectives*

*Say and write simple sentence about for a physical description*

*Follow a simple sequence of physical movement commands*

*Communicate a simple sequence of physical movement commands*

**Reading**

*Can understand simple written phrases. Can match sounds to familiar written words.*

**Writing**

*Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.*

**Summer 1**

- At the doctors and jungle animals

*Children will Recall body part nouns*

*Explain what hurts and how feeling*

*Take part in at the doctors' roleplay*

*Identify jungle animal nouns*

*Remember jungle animal nouns*

*Identify and find meaning of unfamiliar adjectives*

*Understand and join in with a story.*

*Say/write a simple sentence - noun, adjective, conjunction about jungle animals.*

**Summer 2**

- Summertime

*Read and understand 3 simple sentences about the weather*

*Say and write 3 simple sentences about the weather*

*Understand some ice cream flavours*

*Participate in a 'buy an ice cream' roleplay*

*Buying an ice cream dialogues*

*Ice creams- I love, like, dislike*

**Culture:** Map and places - in Spain and weather forecasts

**Speaking**

*Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.*

**Reading**

*Can understand simple written phrases. Can match sounds to familiar written words.*

**Writing**

*Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.*

**Year 5****Autumn 1**

- Me and my friends at school

*Say an extended sentence about how feeling with a reason*

*Say a 3<sup>rd</sup> person singular sentence with details about someone else*

*recognise and say at least 5 school subjects*

*say and write an extended opinion about a school subject using a like/dislike verb* Opinions and reasons

School subjects

Likes and dislikes

**Culture:** School in Spain and school timetable

Conjunctions

Extended sentences

Verbs of opinion - 1<sup>st</sup>/2<sup>nd</sup> person singular

Begin to explore 3<sup>rd</sup> person singular

Use of verb to be - estar -with feelings

**Autumn 2**

- Time in the city

*Understand at least 5 places in the city/town nouns*

*Say and write a simple sentence to describe what is in a town/city*

*Say and write the nouns for souvenirs.*

*Ask and answer politely to purchase an item.*

*Participate in a simple shopping dialogue.*

*Write a simple descriptive sentence about a festive jumper.*

Sound Spelling

Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.

Consolidate understanding of masculine and feminine nouns, singular and plural

Commands

**Spring 1**

- At the market

*Remember and say familiar fruit/veg nouns*

*Identify cognates and semi cognates (fruit/veg nouns)*

*Say some numbers between 0 and 100*

*Participate in an at the market roleplay*

*Follow simple instructions for a recipe*

*Give simple instructions for a recipe* Culture:

Euros

Culture: Markets in Spain

Likes, dislikes and preferences

Recall numbers 0-100

Weights and quantities

Consolidate understanding of masculine and

feminine nouns, singular and plural

Commands

Consolidate understanding of masc/fem nouns in Spanish

Consolidate position and agreement of familiar adjectives with nouns in Spanish

Question words

Present tense conjugation of the verb "to wear" in Spanish (llevar)

**Spring 2**

- Clothes

*Identify and understand clothes nouns*

*Can say nouns for clothes accurately*

*Can read and understand descriptive sentences about clothes*

*Can use nouns and adjectives accurately to create descriptive sentences*

*Can use parts of the verb to wear to write simple clothes descriptions*

**Summer 1**

- Out of this World

*Understand information on a simple ID card*

*Ask and answer details about identity*

*Recognise planets in target language*

*Use adjectives accurately to describe planets*

*Read and understand simple facts about the planets.*

*Recall and use prior learning to create a simple*

*imaginary planet description.* Recall familiar language from range of topics to create an imaginary planet

**Links between languages:** etymology of planets

Question words

Use of verb "to be" in present tense descriptions

Conjunctions to extend sentences

**Summer 2**

- Going to the seaside

*Understand and say nouns for beach bag items*

*Use sentence starters to create a sequence of sentences*

*Use "you can" + infinitive of a verb to create a persuasive sentence*

*Say/write extended sentences to describe a day at the seaside.*

**Culture:** Map and places - in Spain

**Language Puzzle:** using our language detective skills to explore another language.

Spanish: nouns, verbs, adjectives, personal pronouns.

Conjunctions

Explore use of modal verb + infinitive for persuasive sentences

**Year6**

**Autumn 1**

- This is me

Children will Participate in brief conversations about themselves and others.

Understand and use several adjectives about personality.

Understand and write several sentences about their personality and physical appearance.

Use strategies to decipher unknown words and phrases including using a bilingual dictionary.

Conjunctions

Extended sentences

Adjectives to describe personality and physical appearance

Adverbs

**Autumn 2**

- Homes and houses

Understand brief descriptions of items in a house

Use a sequence of simple sentences with nouns and adjectives to describe a house

Ask and answer where something is, using prepositions of place.

House and home nouns

**Culture:** Mondrian's house and furniture

Adjectives to describe the house

Prepositions of place

**Culture:** Castles in Spain

**Boardgame:** escape from the castle

**Story:** Enter the Castle

**Culture:** a festive elf on the shelf lesson (for Christmas)

**Sound Spelling**

Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.

**Listening**

Can understand a few familiar spoken words and phrases.

**Spring 1**

- Sport

Say and write nouns for sport

Identify cognates and semi-cognates

Express a like/dislike of a sport

Identify and attempt to use parts of the present tense of jugar

Give an opinion

Say and write a description of a sport Opinions about sports

**Culture:** football in Spain

express likes, dislikes preference with conjunctions and opinions

**Spring 2**

- My best day ever

Understand information about a theme park

Describe funfair rides in simple sentences.

Express opinions of rides in extended sentences using conjunctions and adjectival phrases.

Say a simple statement about favourite things

Write a simple statement about favourite things

**Culture:** theme park in Spain

**Culture:** feria de abril

**Reading**

Can understand simple written phrases. Can match sounds to familiar written words.

**Writing**

Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.

**Summer 1**

- Tapas culture

Understand a target language menu.

Express opinions about a range of tapas.

Ask for tapas politely

Participate in short roleplays

Understand and create a conversation at the tapas bar Asking for and understanding a simple menu

Conversation at the tapas bar

**Culture:** Tapas culture in Spain

Revisiting and extending polite requests and transactions

Opinions to express like/dislike

**Summer 2**

- Let's celebrate

Use a word reference tool and comprehension strategies to access unfamiliar language

Compile over time and write a sequence of short texts to describe themselves and the things they like.

Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes

**Language Puzzle:** using our language detective skills to explore another language.

**Speaking**

Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.

**Reading**

Can understand simple written phrases. Can match sounds to familiar written words.

**Writing**

Can spell some familiar written words and phrases accurately and can write simple