

Meridian MFL Curriculum



Intent:

At Meridian, we recognise the importance language has to play in our pupils' daily lives and futures. As a school we have chosen to focus on the language of Spanish as this correlates with MFL in our feeder secondary school with whom this curriculum has been designed and planned.

Pupils begin to learn Modern Foreign Languages in Key Stage 2 once they have had the opportunity to embed their understanding of basic grammatical structures in English. The curriculum is planned in a spiral approach, allowing children the opportunity to revisit key concepts and make connections across year groups to develop their understanding of Spanish and its linguistic structures.

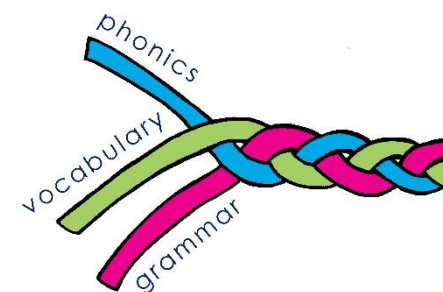
We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)

Our Spanish curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between [name of language], any heritage languages our children have, and English

Our Year 3 pupils study the 'Roja' curriculum, Year 4 access the 'Amarillo' curriculum, Year 5 study the Azul curriculum and our Year 6 pupils study the Verde curriculum, each step building on the previous year's unit to develop understanding further.



A Year 3 pupil can:			A Year 3 greater depth pupil will:		
▪ join in with songs and rhymes ▪ respond to a simple command ▪ answer with a single word and a short phrase ▪ ask an appropriate question ▪ name people, places and objects ▪ choose the right word to complete a phrase or a short sentence ▪ use set phrases ▪ read and understand single words ▪ read and understand short phrases ▪ use simple dictionaries to find the meaning of words ▪ write single words correctly			▪ Show increased fluency and independence in both written and spoken forms. ▪ Draw upon prior knowledge to make suggestions and strengthen their understanding. ▪ Use grammar, extensive vocabulary and pronunciation accurately. ▪ Apply their knowledge of culture, traditions and customs to communicate effectively and respectfully in that language.		
Year 3					
Listening		Speaking	Reading	Writing	Intercultural understanding
Understand a few familiar spoken words and phrases eg: • teacher’s instructions • days of the week • a few words in a song • colours • numbers		Say and/or repeat a few words and short simple phrases eg: • greetings • naming classroom objects and animals • Expressing likes and dislikes	Recognise and reason out a few familiar words or phrases eg: • from stories and rhymes • labels on familiar objects • the date Use visual clues to help with reading phrases.	Write or copy simple words and/or symbols correctly eg: • personal info e.g. age • numbers • colours • objects Select appropriate words to complete short phrases or sentences.	Understand and respect that there are people and places in the world that are different to where I live and play. Understand that some people speak a different language to my own.
Half-Termly Coverage					
Themes					
Greetings; numbers 1 -10; name and age - asking and answering; saying how I and someone else is feeling		Saying what I and others have; Numbers 1 -20; pets; items in school	Saying what I and others do; activities; places	Saying how many and describing things; poem	Describing things and people; colours
Expressing likes and saying what I and others do; fruit; The Very Hungary Caterpillar					
Key vocabulary					
hola buenos días buenas tardes hasta luego ¿Cómo te llamas? Me llamo... Se llama... ¿Cómo estás? Estar, estoy, está		tener, tengo, tienes amigo amiga un gato un perro botella bolígrafo	el, la, un, una hablar / hablo cantar / canto escuchar / escucho comprar / compro llevar / llevo caminas/camino nadar / nado playa pueblo	hay un, una, unos, unas chaqueta paquete bosque cuántas, cuántos Items related to a poem	Él, ella, tú, yo bonito pequeño alto bajo rojo azul gris amarillo triste elegante
amar las/los comer, como jugar llevar niño, niña Vocabulary relating to fruit and days of the week					

A Year 4 international speaker can:			A Year 4 greater depth pupil will:		
▪ name and describe people, places and objects ▪ have a short conversation saying 3-4 things ▪ give a response using a short phrase ▪ start to speak in sentences ▪ read and understand a short passage using familiar language ▪ read a passage independently ▪ write phrases from memory			▪ Show increased fluency and independence in both written and spoken forms. ▪ Draw upon prior knowledge to make suggestions and strengthen their understanding. ▪ Use grammar, extensive vocabulary and pronunciation accurately. ▪ Apply their knowledge of culture, traditions and customs to communicate effectively and respectfully in that language.		
Year 4					
Listening		Speaking	Reading	Writing	Intercultural understanding
Understand a range of familiar spoken phrases eg: • basic phrases concerning myself, my family and school Respond to a clear model of language. Listen to stories where part of the vocabulary is known.		Imitate or know how to pronounce some single letter sounds. Answer simple questions and give basic information eg: • brothers and sisters • places	Understand some familiar written phrases eg: • basic descriptions of objects • basic descriptions of people • activities	Write one or two short sentences with support e.g. a model or fill in the words on a simple form Begin to spell some commonly used words correctly	Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.
Half-Termly Coverage					
Themes					
Describing me and others; days of the week; talking about where I am from		Saying what I and others have; family; items in the classroom	Saying what I and others do; places	Saying how many and describing things; body parts; numbers to 50	Describing things and people; months of the year; birthday
Expressing likes and saying what I and others do; poem					
Key vocabulary					
lunes miércoles jueves viernes sábado domingo Estar, estoy, está ¿Dónde vives? Vivo en ... Inglaterra España		tengo, tener, tiene hermano hermana hoja profesor profesora Vocabulary relating to everyday items	buscar / busca crear / creo / presentar / presenta / presento visitar / visito / visita con iglesia plaza mueso parque estadio cuidad	Hay Unos / una / unas cuántos Recap vocabulary relating to numbers to 50 Parts of the body vocabulary	Él, ella, tú, yo chico, chica grande pero independiente importante preparado/a postiva/o débil cuándo cumpleaños months of the year vocabulary
las, los voy amar odiar gusta difícil fácil organizar tocar luego, lugar hablar música					

A Year 5 international speaker can:		A Year 5 greater depth pupil will:		
▪ hold a simple conversation with at least 4 exchanges ▪ use their knowledge of grammar to speak correctly ▪ use a bilingual dictionary or glossary to look up words ▪ understand a paragraph of text and answer questions on the main points ▪ write sentences using learned vocabulary and grammar		▪ Show increased fluency and independence in both written and spoken forms. ▪ Draw upon prior knowledge to make suggestions and strengthen their understanding. ▪ Use grammar, extensive vocabulary and pronunciation accurately. ▪ Apply their knowledge of culture, traditions and customs to communicate effectively and respectfully in that language.		
Year 5				
Listening	Speaking	Reading	Writing	Intercultural understanding
Understand the main points from a spoken passage made up of familiar language eg: • short rhyme or song • basic telephone message • weather forecast	Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood. Ask and answer simple questions eg: • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies Talk about personal interests	Understands the main point(s) from a short written text eg: • simple messages on a postcard/in an email Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words.	Write a few short sentences with support using language already learnt eg: • postcard • simple note or message • identity card Spell words that are readily understandable.	Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country.

Half-Termly Coverage					
Themes and key grammatical features					
Describing me and others in class, people and friends; birthdays; dates	Saying what I and others have at school and at home; family; teachers	Saying what I and others do; customs; volunteering; break time; on a farm; in my room	Saying where you're going and what there is there; Oviedo; compass points (Spain); Madrid	Saying what I and others do; activities at home; weather and seasons; physical geography (Spain)	Expressing likes and actions; household chores; in school; travelling around Spain
Key vocabulary					
somos estamos están soy son quién creativo/a negativo/a tranquilo/a ¿Cómo eres? Vocabulary linked to dates	¿Qué tienen? tener tengo tiene tenemos tienen diccionario mochila foto habitación cama familia casa	-ar verbs – jugar, ganar -er verbs – aprender, hacer, beber, comer pollo vaca tocar limpiar recreo cultura poner cocinar bailar	hay voy, vas este norte sur oeste	hacer hago hace baile carrera imagen otoño invierno primavera verano	lavar ordenar coche avión ropa suelo silencio colegio deberes aburrido querer quiero

A Year 6 international speaker can:	A Year 6 greater depth pupil will:
▪ speak on a topic using at least 3 sentences ▪ use their knowledge of grammar to speak correctly ▪ understand a short story or factual text and note the main points ▪ use the context to work out unfamiliar words ▪ use a bilingual dictionary to find new vocabulary ▪ write a paragraph of 4-5 sentences ▪ substitute words and phrases	▪ Show increased fluency and independence in both written and spoken forms. ▪ Draw upon prior knowledge to make suggestions and strengthen their understanding ▪ Use grammar, extensive vocabulary and pronunciation accurately. ▪ Apply their knowledge of culture, traditions and customs to communicate effectively and respectfully in that language.

Year 6				
Listening	Speaking	Reading	Writing	Intercultural understanding
Understand the main points and some of the detail from a short spoken passage eg: • sentences describing what people are wearing • an announcement	Take part in a simple conversation. Express an opinion. Pronounce a range of letter strings. Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. More accurate pronunciation and intonation.	Begin to read independently. Use a bilingual dictionary to look up new words.	Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly.	Talk about, discuss and present information about a particular country's culture. Begin to understand more complex issues which affect countries in the world today e.g. poverty, famine religion and war.

Half-Termly Coverage					
Themes and key grammatical features					
Describing me and others; concerts & celebrations; events	Saying what I and others have; towns and cities; position	Saying what I and others do; traditions; in school; at the weekend; packing	Saying where you are going and what there is there; Peru, Badajoz town; Córdoba	Saying what I and others do; weather and activities; physical geography (Mexico)	Expressing likes and actions; holiday
Key vocabulary					
estar estamos están ser somos son concierto exposición fecha	tenemos tienen cara pelo compañero / compañera histórico universidad delante entre detrás	-ar verbs: cantar, comprar, escuchar, preparar carrera beber aula tarea restaurant tenis fútbol escondite	voy vas va bosque campo isla lago playa parque	hacer, hago, hace juego/juegas llegar centro visita cerca lejos baloncesto natación esquí mundo dinero tráfico	escribir lavar dormir querer quiero quieres quiere poder, puedo, puedes, puede tren amar aprender odiar