



# Five Stones Learning Federation

## MFL Long Term Plan



### "Life in all its fullness"

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10v10)

<p><b>Speaking &amp; Listening</b> I can listen to spoken language and show some understanding by joining in. I can join in with songs and rhymes. I can ask and answer simple questions modelled by the teacher.</p>	<p><b>Reading</b> I can read and understand some simple words and phrases. I can make simple links between English and another language.</p>	<p><b>Writing</b> I can copy some simple words and phrases but I may make a few spelling mistakes. I am starting to understand feminine, masculine and plural forms.</p>
<p><b>Speaking &amp; Listening</b> I can listen attentively to spoken language and show some understanding by joining in and responding. I can join in confidently with songs and rhymes, showing understanding of the meaning of most of the words. I can engage in a simple conversation with a partner using a given structure.</p>	<p><b>Reading</b> I can read simple words and phrases independently, showing understanding and can use a simple picture dictionary. I am starting to notice similarities and differences between English and another language.</p>	<p><b>Writing</b> I can write some simple words and phrases using a model. I can use feminine, masculine and plural forms.</p>
<p><b>Speaking &amp; Listening</b> I can speak in sentences using familiar vocabulary and phrases using a given structure. I pronounce most familiar words correctly so that others understand me. I understand a range of simple stories, songs, poems and rhymes. I can engage in a longer conversation with a partner, responding to and asking a variety of questions using a given structure.</p>	<p><b>Reading</b> I can read simple writing, showing understanding, including using a dictionary when prompted. I can explain some of the similarities and differences between English and another language.</p>	<p><b>Writing</b> I can write simple phrases from memory and adapt these to create new sentences. I can apply my knowledge of feminine, masculine and plural forms and am beginning to understand the basic grammar related to these.</p>
<p><b>Speaking &amp; Listening</b> I can speak in sentences using familiar vocabulary, phrases and basic language structures. I pronounce familiar words confidently to a range of audiences. I understand a wider range of stories, songs, poems and rhymes. I can engage in a longer conversation using familiar vocabulary with a partner, responding to and asking a variety of questions and expressing opinions.</p>	<p><b>Reading</b> I am developing my ability to understand some new words that are introduced into familiar written material. I can use a dictionary independently. I am beginning to understand some similarities and differences between high frequency verb forms in English and another language.</p>	<p><b>Writing</b> I can write phrases from memory and adapt these with help to create new sentences, to express my ideas clearly. I can use the basic grammar related to feminine and masculine forms. I am starting to understand some high frequency verb forms and use them in a given model.</p>

#### All lessons must include

- Reading (passage, short story, small sentences)
- Listening (music, video, news report)
- Speaking

Autumn	Spring	Summer
<p>To learn the key phonics vowel words</p> <p>To learn basic greetings and giving your name</p> <p>To understand and recall orally the numbers 1-10</p> <p>To ask how old someone is and give own age</p> <p>To know the remaining key phonics sounds words</p> <p>To practise and embed the phonics knowledge</p> <p>To use the question '¿Tienes? (Do you have?) in a game"</p>	<p>To learn some key classroom language.</p> <p>To learn 9 new nouns - animals - (with the indefinite article)</p> <p>To learn how to make nouns plural in Spanish</p> <p>To learn how to say 'a' and 'some'</p>	<p>To learn nouns for different fruit</p> <p>To learn the names of the days of the week</p> <p>To learn food nouns from the Hungry Caterpillar story</p> <p>To consolidate the new language from lessons 1,2,3</p> <p>To listen to and understand a Spanish story</p> <p>To develop confidence and memory by retelling the HC story</p> <p>To develop confidence and memory by retelling the HC story</p>
Autumn	Spring	Summer
<p>To learn the nouns for items in a pencil case</p> <p>To embed the pencil case nouns</p> <p>To ask 'Do you have a..?' and respond"</p> <p>To ask 'What do you have in your pencil case?' and respond</p> <p>To practise the sound-writing relationship</p> <p>To learn some key facts about Christmas in Spain and make a Christmas card.</p> <p>To learn a Spanish Christmas song</p>	<p>To learn the adjectives of colour</p> <p>To listen and read along</p> <p>To describe animals with colours</p> <p>To join in with a song</p> <p>To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language</p> <p>To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language</p>	<p>To use knowledge of colours to create a butterfly</p> <p>To learn some words for snacks</p> <p>To ask 'What do you want?' and respond 'I want'</p> <p>To ask / answer from memory</p> <p>To write individual words from memory</p> <p>To perform and record their group café dialogues</p>



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## MFL LTP Year 4



Autumn	Spring	Summer
<p>To remember key language of the classroom and basic greetings</p> <p>To revise numbers 1-10 and days of the week</p> <p>To learn numbers 11 - 31"</p> <p>To consolidate numbers 1-31</p> <p>To learn the months of the year"</p> <p>To ask and answer 'What date is it today?'</p> <p>To learn the names of the seasons</p> <p>To join in with a Spanish song"</p> <p>To learn how to ask for and say your birthday</p> <p>To sing Happy Birthday in Spanish"</p>	<p>To learn the words for key shapes</p> <p>To combine colour and other adjectives with shapes</p> <p>To learn how to describe where things are in a picture</p> <p>To use the language to describe pictures</p> <p>To create own picture and description</p> <p>To learn the nouns for parts of the face</p>	<p>To learn nouns for family members</p> <p>To use the alphabet to spell names</p> <p>To learn the alphabet</p> <p>To ask and answer 'Do you have?' 'What is s/he called?' and 'How do you spell that?'</p> <p>To learn adjectives for describing hair &amp; eyes</p> <p>To use language for describing hair &amp; eyes</p> <p>To use language to describe his/her hair and eyes</p> <p>To use language to describe his/her hair and eyes</p>
Autumn	Spring	Summer
<p>To listen and follow a video clip with unfamiliar vocabulary</p> <p>To learn some typical exclamations in Spanish</p> <p>To use language of days, dates, and celebrations to make a birthday party invitation</p> <p>To learn about a typical celebratory custom from Mexico</p> <p>To learn new Christmas vocabulary</p> <p>To learn a Christmas song</p>	<p>To combine adjectives and nouns to describe faces</p> <p>To use the language to describe faces</p> <p>To learn the nouns for parts of the body</p> <p>To design and describe a monster picture</p>	<p>To listen and follow the story of the Giant Turnip</p> <p>To re-tell the story with actions</p> <p>To use the language from this term to describe an invented or famous family</p> <p>To use the language from this term to describe an invented or famous family</p>



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## MFL LTP Year 5



Autumn	Spring	Summer
<p>To develop use of a dictionary for nouns.</p> <p>To apply phonics knowledge to new language.</p> <p>To ask for and give opinions about sports</p> <p>To talk about the sports you know how to do</p> <p>To use two key verbs in the present tense"</p> <p>To talk about the sports you do.</p> <p>To learn expressions of frequency to say how often you do different sports.</p>	<p>To develop use of a dictionary for nouns.</p> <p>To apply phonics knowledge to new language."</p> <p>To ask for and give opinions about sports</p> <p>To talk about the sports you know how to do</p> <p>To use two key verbs in the present tense"</p> <p>To talk about the sports you do.</p> <p>To learn expressions of frequency to say how often you do different sports.</p> <p>To write and adapt sentences to describe the sports you do and when you do them.</p>	<p>To extend the range of language to give levels of like / dislike.</p> <p>To use gustar / encantar with singular and plural nouns."</p> <p>To identify different types of music and give likes / dislikes</p> <p>To look up new nouns to check for meaning using an online dictionary.</p> <p>To ask about and say which instrument you play.</p> <p>To listen and understand (and join in with) the Spanish version of a popular children's song.</p>
Autumn	Spring	Summer
<p>To write and adapt sentences to describe the sports you do and when you do them.</p> <p>To learn the pronouns.</p> <p>To learn the 6 verb endings and see the formal layout of a verb table."</p> <p>To use the different parts of practicar to talk about the actions of others.</p> <p>To use verbs to give instructions.</p> <p>To use verbs to give instructions.</p>	<p>To learn the pronouns.</p> <p>To learn the 6 verb endings and see the formal layout of a verb table."</p> <p>To use the different parts of practicar to talk about the actions of others.</p> <p>To use verbs to give instructions.</p> <p>To use verbs to give instructions.</p>	<p>To learn some new adjectives</p> <p>To use adjectives to give reasons for liking / disliking music or instruments</p> <p>To practise dialogues asking / answers questions about music and instruments</p> <p>To use language learnt for a new purpose</p> <p>To develop confidence in performance and develop memory skills.</p> <p>To practise evaluating own and others' performances and giving feedback</p>

Autumn	Spring	Summer
<p>To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn.</p> <p>To describe a variety of weathers in the present tense.</p> <p>To use the language of weather to describe typical climates in different places, combining with familiar expressions of frequency.</p> <p>To learn the names of five countries and describe their flags.</p> <p>To revise adjectival agreement.</p> <p>To learn some key vocabulary to describe why countries are well-known.</p> <p>To learn some key language to describe features of Spain.</p> <p>To learn how to say a lot / many"</p> <p>To read and understand a text about Spain with some unfamiliar language.</p> <p>To become more confident with using 'mucho ' "</p>	<p>To use a word list to write a text in response to a picture.</p> <p>To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words)"</p> <p>To explore a Spanish poem</p> <p>To practise memory and performance skills</p> <p>To understand longer sentences.</p> <p>To practise writing longer sentences from memory.</p> <p>To understand language presented in sentences, some of which is unfamiliar.</p> <p>To listen to passages of 15 - 25 words and identify the gist to identify the festival. (Passages include some new language, mostly cognates)." "To read and understand a short text about the Carnaval de Cádiz.</p> <p>To use a dictionary, if needed, to help identify unknown words."</p>	<p>Research task - holiday destinations (web quest)</p> <p>Research task - holiday destinations (web quest)</p> <p>Research task - holiday destinations (web quest)</p> <p>Describing a holiday picture</p> <p>Describing a holiday picture</p> <p>Holiday reading tasks</p>
Autumn	Spring	Summer
<p>To work out from visual and textual clues the meaning of new words.</p> <p>To pronounce accurately new words from text."</p> <p>To say exactly where you live.</p> <p>To learn words to say what is in a town.</p> <p>To create sentences to say / write there is / there is not"</p> <p>To embed the new vocabulary for places in the town and have a short conversation.</p> <p>To practise alphabetising new language and memorising vocabulary."</p> <p>To use language with more independence to describe places.</p>	<p>To give opinions and reasons for liking / disliking / preferring this festival to the Cádiz Carnaval.</p> <p>To work out from visual and textual clues the meaning of whole sentences.</p> <p>To pronounce accurately new words from text."</p> <p>To write (independently) sentence answers to familiar questions to produce a description of the San Fermín festival.</p> <p>To give opinions and justify those reasons."</p> <p>To read and understand a short text about the Tomatina.</p> <p>To use reading strategies to work out the overall meaning and some detail."</p>	<p>Holiday reading tasks</p> <p>Writing a holiday postcard</p> <p>Writing a holiday postcard</p> <p>Revision + transition tasks</p> <p>Revision + transition tasks</p> <p>Revision + transition tasks</p>

To use key verbs in the 3rd person (Hay, Tiene, Está) and key verbs of like / dislike with reasons, recycling language from Y5.

To use key language from this module to describe a festival in the UK.