

# Barlows Primary School MFL Curriculum Content Key Stage 1 and 2

*Barlows Primary School*



*"To Give of our Best"*

**2017-2018**

# Barlows Primary School

## Curriculum Content -Year 1

### MFL CURRICULUM

At Barlows Primary School we use the School Improvement Liverpool Plans as a basis for our MFL Curriculum.

The content for Year 1 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>Colours/Animals</b>	<b>Numbers to 30/Transport</b>	<b>Fruit, likes &amp; dislikes/Numbers to 40</b>
<p><u>Speaking &amp; Listening</u></p> <ul style="list-style-type: none"> <li>• To revisit language learnt in Reception i.e. greetings, my name is... etc.</li> <li>• To recognise colours</li> <li>• To recognise animal names</li> <li>• To recognise and respond to sound patterns and words</li> <li>• To listen and respond to classroom instructions</li> <li>• To sing songs and recite short finger rhymes To copy language modelled by the teacher</li> </ul> <p>(Reading &amp; Writing not applicable in Year 1)</p>	<p><u>Speaking &amp; Listening</u></p> <ul style="list-style-type: none"> <li>• To count up to 30 in sequence</li> <li>• To recall numbers to 30 out of sequence</li> <li>• To match number symbols with the spoken word</li> <li>• To recognise various modes of transport</li> <li>• To listen and respond to classroom instructions</li> <li>• To copy language modelled by the teacher.</li> </ul> <p>(Reading &amp; Writing not applicable in Year 1)</p>	<p><u>Speaking &amp; Listening</u></p> <ul style="list-style-type: none"> <li>• To recognise fruit names</li> <li>• To count up to 40 in sequence</li> <li>• To recognise and respond to sound patterns and words</li> <li>• To listen and respond to classroom instructions.</li> <li>• To sing songs and recite short finger rhymes</li> <li>• To copy language modelled by the teacher.</li> </ul> <p>(Reading &amp; Writing not applicable in Year 1)</p>

# Barlows Primary School

## Curriculum Content -Year 2

### MFL CURRICULUM

At Barlows Primary School we use the School Improvement Liverpool Plans as a basis for our MFL Curriculum.

The content for Year 2 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>Wild/domestic animals</b>	<b>Numbers to 70/Shapes and colours</b>	<b>Clothes/Simple weather expressions</b>
<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>• To revisit language learnt in Year 1 i.e. greetings, my name, I am ... years old, I feel... etc.</li> <li>• To copy language modelled by the teacher</li> <li>• Perform simple communicative tasks using single words, phrases and short sentences</li> <li>• To use greetings and respond to questions about how you are feeling</li> <li>• To say your age and somebody else's</li> <li>• To recognise and repeat wild animals/habitats in Spanish</li> <li>• To match animals to their habitat(s)</li> <li>• To listen and respond to classroom instructions</li> <li>• To listen and respond to simple rhymes, stories and songs.</li> </ul>	<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>• To recall the features of 2D shapes</li> <li>• To recall colours</li> <li>• To count in sequence up to 70</li> <li>• To listen and respond to classroom instructions</li> <li>• To listen and respond to simple rhymes, stories and songs</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• To recognise colours in the written form</li> <li>• To recognise 2D shapes in the written form</li> <li>• To read vocabulary related to shape/size and colour.</li> </ul>	<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>• To recall and repeat items of clothing</li> <li>• To recognise the colour(s) of the item(s) of clothing</li> <li>• To recall and repeat simple weather expressions</li> <li>• To say what the weather is like using simple words/phrases</li> <li>• To listen and respond to classroom instructions</li> <li>• To listen and respond to simple rhymes, stories and songs</li> <li>•</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• To recognise items of clothing in the written form</li> <li>• To recognise simple weather expressions in written form.</li> </ul>

# Barlows Primary School

## Curriculum Content -Year 3

### MFL CURRICULUM

At Barlows Primary School we use the School Improvement Liverpool Plans as a basis for our MFL Curriculum.

The content for Year 3 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>Days &amp; months/Birthdays</b>	<b>Pets/Numbers to 1000</b>	<b>Parts of the body/Gender of nouns</b>
<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To revisit language learnt in Year 2 i.e. greetings, my name, I am ... years old, I feel... etc.</li> <li>To say where you live/ask others where they live</li> <li>To recall and repeat days of the week</li> <li>To recall and repeat months of the year</li> <li>To use the days and months to practise sounding out vowels</li> <li>To ask and answer questions about birthdays</li> <li>To recognise and follow instructions in Spanish</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To recognise the written words for days and months.</li> </ul>	<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To recognise and say the names of some animals in Spanish</li> <li>To understand and answer questions related to animals</li> <li>To join in with an animal song</li> <li>To describe animals using adjectives of colour/size and characteristics</li> <li>To count up to 1000 in multiples of 100</li> <li>To recognise and follow instructions in Spanish</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To recognise written words for animals with the article</li> <li>To recognise some familiar phrases about animals in written form i.e. characteristics of animals (adjectives).</li> </ul>	<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To recognise and say names for parts of the body</li> <li>To follow instructions in Spanish using parts of the body</li> <li>To recognise and follow instructions in Spanish</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To recognise nouns, adjectives and verbs in simple sentences</li> <li>To recognise spellings of some familiar words</li> <li>To be able to follow a simple text</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>To identify the correct gender agreement for different body parts i.e. la/el/los/las.</li> </ul>

# Barlows Primary School

## Curriculum Content -Year 4

### MFL CURRICULUM

At Barlows Primary School we use the School Improvement Liverpool Plans as a basis for our MFL Curriculum.

The content for Year 4 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>Alphabet/Sports</b>	<b>School subjects/Simple time phrases</b>	<b>Classroom items/Family members</b>
<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To revisit vocabulary learnt in year 3 linked to weather, days of the week, months of the year and other general questions and answers.</li> <li>To learn and be able to recite the alphabet</li> <li>To recognise some sounds not previously covered when studying the alphabet such as rr, qu &amp; v.</li> <li>To recall and repeat names of sports</li> <li>To follow classroom instructions in Spanish</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To read and understand a range of familiar written phrases</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>To write simple words and phrases using a model and some from memory.</li> </ul>	<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To recall and repeat names for school subjects</li> <li>To express opinions likes/dislikes about school subjects introducing 'y' and 'pero' to extend sentences</li> <li>To say simple time phrases in Spanish</li> <li>To ask and answer questions about the time</li> <li>To follow classroom instructions in Spanish</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To recognise the written form for school subjects</li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>To attempt to spell a range of school subjects</li> <li>Recognise the sound/spelling links 'ge', and 'gi' in contrast to 'ga', 'go' and 'gu'.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>To write simple sentences expressing opinions on various school subjects using a model and from memory.</li> </ul> <p><b><u>Grammar</u></b></p> <p>To identify the correct gender agreement i.e. la/el/los/las - las matemáticas.</p>	<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To recall and repeat names for classroom objects.</li> <li>To name family members</li> <li>To describe family members using adjectives of size/characteristics</li> <li>To ask and answer questions about siblings</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To recognise classroom objects/family members in written form</li> <li>To follow the text 'El Nabo Gigante' to reinforce family member names</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>To write simple sentences using a model or from memory about a family member(s) using knowledge of adjectives to describe characteristics.</li> </ul>

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## Curriculum Content -Year 5

### MFL CURRICULUM

At Barlows Primary School we use the School Improvement Liverpool Plans as a basis for our MFL Curriculum.

The content for Year 5 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>Food &amp; drink/Places in town</b>	<b>Clothes &amp; colours/Time &amp; daily routine</b>	<b>Personality descriptions/Physical descriptions</b>
<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To revise personal information, talking about name, age, birthdays and families.</li> <li>To recall and repeat names of food and drink</li> <li>To express opinions likes/dislikes about food and drink (Using conjunctions 'y' and 'pero' to extend sentences</li> <li>To name places in the town</li> <li>To explain the directions of a place in the town using a map</li> <li>To follow classroom instructions</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To read familiar words/phrases when understanding directions</li> <li>To read sentences others have written about their likes/dislikes (Food &amp; drink)</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>To write simple sentences expressing likes/dislikes about food and drink</li> <li>To write single words from memory using the correct articles (Food &amp; drink/Places in the town).</li> </ul>	<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To recall and repeat names for clothes</li> <li>To describe clothes using adjectives of colour</li> <li>To say what you wear according to the weather</li> <li>To sing a traditional Spanish song about clothes</li> <li>To use time phrases when talking about daily routine in England/Spain</li> <li>To follow classroom instructions</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To read simple words/phrases and identify spelling patterns</li> <li>To follow/read a simple text about a child's daily routine in Spain</li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>To identify gender agreements and use of the correct article i.e. la corbata</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>To write simple phrases about what you wear i.e. Llevo una camisa blanca.</li> </ul> <p><b><u>Grammar</u></b></p> <p>To identify the correct gender agreement i.e. la/el/los/las - los zapatos/la camiseta.</p>	<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To speak about yourself i.e. name, age, where you live, favourite subject/s at school and what you look like.</li> <li>To say what colour hair and eyes you have and what you wear for school</li> <li>To use adjectives to describe physical appearance i.e. height, weight and personality characteristics</li> <li>To describe what somebody else looks like using 3<sup>rd</sup> person</li> <li>To continue to revise numbers from 0-1000</li> <li>To follow classroom instructions</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To read personal descriptions of people in Spanish</li> <li>To recognise the gender agreements with the adjectives and nouns i.e. soy alta/soy alto</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>To write a short personal description, using single words/phrases from new vocabulary.</li> </ul>

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## Curriculum Content -Year 6

### MFL CURRICULUM

At Barlows Primary School we use the School Improvement Liverpool Plans as a basis for our MFL Curriculum.

The content for Year 6 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>Hobbies &amp; activities/Opinions &amp; justifications</b>	<b>Parts of the house/Prepositions</b>	<b>Describe home town / city/Professions</b>
<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop fluency when exchanging personal information</li> <li>To recall and repeat names of hobbies/sports</li> <li>To discuss preferences in terms of hobbies in both the first and third person using 'me/le gusta'</li> <li>To express opinions likes/dislikes about hobbies/sports (Using conjunctions 'y' and 'pero' to extend sentences</li> <li>To follow classroom instructions</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To recognise simple phrases including the verbs</li> <li>To read sentences others have written about their likes/dislikes (Hobbies/sports)</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>To write simple sentences expressing likes/dislikes about hobbies/sports</li> <li>To write single words, phrases and simple sentences about their hobbies/sports.</li> </ul>	<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop fluency when exchanging personal information</li> <li>To ask/answer questions to a partner</li> <li>To recall and repeat rooms of the house/items of furniture</li> <li>To describe rooms of the house using adjectives</li> <li>Describe where rooms and furniture are located in the house using prepositions</li> <li>To follow classroom instructions</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To follow short texts to reinforce new vocabulary/prepositions</li> <li>To read a text and answer questions about the text using knowledge of vocabulary i.e. <b>¿Cuántos dormitorios hay en la casa?</b></li> <li>To read and understand a range of written phrases</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>To write about their home i.e. size, how many rooms, items of furniture etc.</li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>To solve anagrams to help retain new vocab.</li> </ul>	<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop fluency when exchanging personal information</li> <li>To describe home town/city talking about what places are in the town (Revisiting content from Year 5)</li> <li>To express opinions of home town using justifications</li> <li>To recall and repeat names of various professions</li> <li>To use the subjunctive form to express what you would like to be when you're older</li> <li>To follow classroom instructions</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To read short texts and discuss what it is about with a partner</li> <li>To answer questions about a text</li> <li>To read and understand a range of written phrases</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>To write about the town using simple phrases.</li> <li>To be able to write a number of professions from memory using the correct article.</li> </ul>