



MFL Overview

At Four Oaks, we recognise the importance of a progressive curriculum which builds over time from EYFS to Year 6. For further details of the Education Programmes at EYFS and KS1 and KS2, please see the Statutory Framework for the Early Years Foundation Stage 2021 and the National Curriculum for Key Stage 1 and 2, 2014.

(In February 2024, we transitioned from French to Spanish)

Year Group	Autumn	Spring	Summer
EYFS	In the EYFS at Four Oaks, there are a wide range of different languages spoken and so it is vital that we help children develop their awareness of cultural differences and languages. We celebrate this through using a language in our classroom to learn social phrases at registration e.g., answering the register in Spanish		
YEAR 1	Autumn – Self, Family and Friends - Use Spanish greetings! - Ask and say what you are called, how you are feeling and where you live. - Count to 15 - Listen and repeat words for body parts and give a physical response. - Name body parts and parts of the face. - Say which colours you like - Join in with an action song about the body - Recognise and use phonemes 'j' and 'll' and silent 'h'.	Spring – Animals and home environment. - Use Spanish greetings! - Ask and say what you are called, how you are feeling and where you live and how old you are. - Count forwards and backwards to 15 and out of sequence. - Name farm animals - Recall body parts and colours.	Summer 1 – Summer - Use Spanish greetings! - Ask and say what you are called, how you are feeling and where you live and how old you are. - Count out of sequence to 20. - To know how to say different sea creatures. - Recall colours.
YEAR 2	Autumn – Self, Family and Friends - Use Spanish greetings! - Ask and say what you are called, how you are feeling and where you live and how old you are. - Listen and repeat words for member of the family and give a physical response. - Name members of the family. - Say how many brothers and sisters you have. - Join in with a song and story about family. - Count to 20, recall colours	Spring – Animals and the home environment. - Use Spanish greetings! - Ask and say what you are called, how you are feeling, where you live, how old you are and which colours/fruit you like. - count forwards to 20. - Count backwards from 20. - Listen and repeat words linked to The Hungry Caterpillar story. - Recall colours and parts of the body.	Summer – Summer - Use Spanish greetings! - Ask and say what you are called, how you are feeling, where you live, how old you are and which colours, fruit and animals you like. - Count to 20. - Listen and join in with parts of a song and story about ladybirds.

YEAR 3	Autumn – Self, Family and Friends - Produce basic greetings. - Ask and answer questions: name, feelings, where you live, age, what colour. - Say 1-10 in and out of order and match to digit. - Say how many there are of something. - Produce 6 colours and 8 body parts. - Match body words to images. - Write body words. - Perform a body song. - Recognise silent 'j' and silent 'h'. - Recognise word classes and masculine and feminine articles	Spring – The World Around Us - Read, ask and answer questions: name, other's names, feelings, where you live, age, what colour, birthday. - Respond to instructions - Recall 1-10 independently. - Say 1-31 in order. - Recognise odd and even numbers. - Say days and months. - Rehearse and say own birthday. - Read and show understanding of days/months. - Write birthdays using a word bank. - Perform songs. - Recognise 'ie' and 'j' phonemes and pronounce accurately.	Summer – Leisure - Ask and answer question: name, other's names, feelings, where you live, age, birthday, pets, colour. - Say numbers 1-39 in and out of order and backwards. - Express opinions about sports. - Read and recognise sports opinions. - Write sports opinions. - Practice and perform a song. - Recognise 'ce' and 'ci' phonemes. - Recognise connectives.
YEAR 4	Autumn – Self, Family and Friends - Ask and answer personal questions. - Name colours from memory. - Name body parts from memory. - Ask for and state eye colour. - Listen and show understanding of sentences about eye colour. - Ask about and describe hair. - Read and show understanding of sentences about hair. - Show understanding of word order. - Produce sentences orally about hair and eyes - Produce written sentences. - Ask and say how many brothers and sisters you have, - Use verbs in the present tense. - Use numbers 1-39 in all calculations. - Recognise and produce the phonemes 'rr, n, z and v'	Spring – The World Around Us - Ask and answer questions. - Make a positive sentence negative. - Say weather conditions. - Join in with a song about weather, months and numbers. - Listen and show understanding of sentences about the weather. - Read weather sentences aloud. - Name months of the year from memory. - Recognise words for seasons. - Say what the weather is like in different months/seasons. - Use en/au correctly. - Produce written sentences describing the weather at different times of the year. - Join in with a story. - Multiples of 10 to 60. - Recognise phonemes 'h, ay, ie, ce' - 1-20 recall orally and written.	Summer – Leisure - Ask and answer questions. - Say simple opinions of sports from memory. - Join in with a song about sports. - Say what your favourite sport is and ask. - Say why you like/dislike a sport. - Ask and say which sport you play. - Say the days of the week. - Say which sports you do on different days of the week and different seasons. - Read sentences about sports and write them. - Use verbs in the present tense. - Count forwards, backwards and in odds and evens 1-69. - Do all calculations with 1-69. - Recognise and produce the sounds 'jue, ci, ce'

YEAR 5	Autumn – Self, Family and Friends To ask and answer personal questions –Repeat and recognise more family members - Use correct possessive pronoun with family members -To recall numbers - Say age of someone in third person up to 69 -Recognise familiar vocabulary in written complex sentence form -Produce complex sentences [family members +names, where live, ages, siblings, pets and birthdays using third person and a language scaffold - Calculate addition and subtraction using 1-69 -Answer questions about family members in complex sentences [third person] -Recognise and understand written version of characters -Follow familiar words spoken and written in a story -Recognise and produce phonemes ‘o’ and ‘silent ‘h’ -Read, ask and answer questions in first and third person -Pupils join in with words in a familiar story -Recognise new body parts with correct articles - Recognise and show understanding of written body nouns -Calculate using +, -, x, ÷ [1-69] (Y4 Summer 2) -Recognise body parts in written form -Recognise illness/ injury phrases - Recognise when to use ‘me duele’ or ‘me duelen. - Recognise illnesses in written form - Write illnesses phrases using a language scaffold -Count from 69 backwards -Say how they are feeling -Recognise illness phrases in third person -Recognise and understand illness phrases - -Write illness/ family phrases from memory and in third person	Spring – The World Around Us - Ask and answer more complex questions using a scaffold of responses -Recognise the phoneme ‘o’ [en coche/autobús/barco] -Predict pronunciation of unfamiliar, written transport nouns using phoneme knowledge -Use context and prior knowledge to determine the meaning of written transport nouns -Recognise modes of transport - Recognise when to use a /en + transport noun -Recognise multiples of ten to 100. -Ask and answer question, ‘¿Cómo vas al colegio?’ -Recognise the negative form and how to form it -Read and show understanding of transport nouns - Recognise adjectives [in the written form] -Create longer transport and reasons sentences using a language scaffold -Ask and answer questions	Summer – Leisure - Read and answer questions in the first person - Recall when to use first/ second/ third person pronouns - Recall family members -Recall sports you play, using jugar/ practicar and correct preposition + article combination -Count 1-100 - Recognise hobbies - Produce hobbies and answer new question - Read and show understanding of hobby sentences - Recognise phonemes ‘ó’ and ‘ie’ - Repeat and recognise sentences including musical instruments - Read and recognise musical instrument sentences - Answer new question in third person ‘¿Qué hace tu padre/ madre en su tiempo libre?’ - Form negative sentences -Use language scaffold to create and say complex sentences [pronoun+ family member+ hobby+ reason sentences] in positive [and negative] - Read, say and write sentences [pronoun/ family member/ hobby/ reasons]
YEAR 6	Autumn – Self, Family and Friends - Ask and answer several personal questions using first 3 parts of verbs and recognise them in their written form - Use first person of verb ‘to have’ to talk about family, feelings and illness - Produce names of family and jobs orally and in writing including definite and possessive pronoun - Use a dictionary to extend vocabulary of jobs - Listen to and translate into English	Spring – The World Around Us (Transport) - Read, ask and answer questions - Use third person to give some information about others - Talk in complex sentences about where you or someone else lives. - Recall rooms of the house and say what rooms there are in your house - Recognise the written words for places in a town/ directions/ prepositions - Spell places in a town/ directions/	Summer – Leisure (Hobbies and opinions) Ask and answer personal questions and express opinions - Read and write personal questions and create own questions by manipulating verbs and question words - Use the first three parts of the verbs ‘ser, estar and tener’ - Speak in a paragraph about oneself and a third person - Identify patterns of language and

	sentences about jobs - Speak in sentences about families and jobs using first three parts of the verb 'to be' - Write sentences/a paragraph about family and the jobs they do - Recall body parts in sentences about pain - Take part in a role play in the doctor's surgery- manipulating language to create different dialogues - Write a role play in the doctor's surgery-manipulating language to create different dialogues - Recognise and produce the phonemes – co, ca, cí, ue - Recall 1-100 in random order and match to digit	prepositions from memory - Write a series of sentences about what there is to do in one's city. - Predict the pronunciation of unfamiliar language - Give directions using the imperative and prepositions - Listen and show understanding of someone else giving directions - Recognise written sentences containing prepositions and directions. - Write sentences about where things are in relation to others, using prepositions. - Recognise phonemes 'v, ñ, z, qu, ci, ce,' stress accents - Numeracy: Recognise and produce numbers to 10,000 orally and in written word.	link sounds to spelling - Use a bi-lingual dictionary to find the meaning of words and understand their meaning in a café context - Recognise and produce the names of food and drink - Recognise and use the new verbs 'to eat' and 'to drink' in the first three pronouns and with the negative - Use adverbs in sentences about eating habits - Write words for food and drink from memory drawing on knowledge of phonemes - Read and show understanding of a series of complex sentences using familiar café language - Take part in a café role play expressing opinions - Ask for clarification of items on a menu. - Write a café role play substituting words and using dictionaries - Recognise and say prices in euros and manipulate numbers up to 10,000
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