

**Castle Primary's *MFL* Curriculum**  
**Skills Progression**

	Year 3/4	Year 5/6
	<p><b>1. Listening</b></p> <p>a. Pick out phonemes, words and phrases in songs, stories and rhymes.</p> <p>b. Recognise numbers 1-20 and begin to understand numbers from 20 – 31.</p> <p>c. Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action.</p>	<p><b>1. Listening</b></p> <p>a. Identify key points in a new context e.g. a story, which contains familiar language</p> <p>b. Understand higher numbers e.g. in prices, numeracy activities</p> <p>c. Follow instructions and directions e.g. a recipe or simple directions</p> <p>d. Recognise letters of the alphabet when they hear them</p>
	<p><b>2. Speaking</b></p> <p>a. Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</p> <p>b. Ask and answer simple questions about self e.g. name and age, birthday</p> <p>c. Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand.</p> <p>d. Express simple likes and dislikes e.g. food and drink.</p>	<p><b>2. Speaking</b></p> <p>a. Seek help and clarification e.g. I don't understand, can you repeat that, how is that written?</p> <p>b. Give simple instructions and directions e.g. a recipe, directions to a place, the route to school</p> <p>c. Begin to understand and express future intentions e.g. <i>I am going</i></p>
	<p><b>3. Reading</b></p> <p>a. Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play.</p> <p>b. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</p>	<p><b>3. Reading</b></p> <p>a. Practise reading aloud a poem to perform in assembly.</p> <p>b. Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary</p>
	<p><b>4. Writing</b></p> <p>a. Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal they have drawn or made from playdough – e.g. a black ca</p> <p>b. Complete a simple gapped text such as a party invitation or passport.</p>	<p><b>4. Writing</b></p> <p>a. Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet.</p> <p>b. Use simple conjunctions such as and, but, because to form more complex sentences.</p> <p>c. Change elements in a given text e.g. ingredients, colour and size of a plane</p>
	<p><b>5. Grammar</b></p> <p>a. Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.</p> <p>b. Use picture cards to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat.</p> <p>c. Begin to understand how the negative is formed in the new language e.g. make a human sentence for I don't like chocolate.</p> <p>d. Begin to use pronouns</p>	<p><b>5. Grammar</b></p> <p>1. Begin to know how to form the future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain.</p> <p>2. Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. to be, to have, to eat, to play, to go</p>

# Castle Primary's *MFL* Curriculum

## Long-Term Knowledge Plan A

	Year 3/4		Year 5/6	
<b>Autumn Term</b>	<b>Skills:</b> 1; a, c / 2; a, b / 3; b / 4; a / 5; d	<b>Skills:</b> 1; a, c / 2; c / 3; b / 4; b / 5; a, b	<b>Skills:</b> 1; c, d, e / 2; a, b, d, e, f, g, h / 3; a, c / 4; a, b, d, e / 5; a, b	
	<b>Meet and Greet: Y3</b>	<b>My Town: Y4</b>	<b>All About Me: Y5</b>	<b>Exploring a Spanish Town: Y6</b>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Basic greetings and phrases</li> <li>Listen and respond to a song/story in Spanish. (Buenas Noches, Luna)</li> <li>Say hello and goodbye in Spanish</li> <li>Use actions and songs to remember different greetings</li> <li>Write greetings in Spanish.</li> <li>Be able to ask how someone is and respond.</li> <li>Write down a short conversation in Spanish.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>To listen attentively to spoken language and show understanding by joining and responding.</li> <li>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>To present ideas and information orally to a range of audiences.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To read and show understanding of simple sentences containing familiar and some unfamiliar language.</li> <li>To say a longer sentence using familiar language.</li> <li>To engage in conversations; ask and answer questions.</li> <li>To present ideas and information orally.</li> <li>To understand basic grammar about the near future tense.</li> <li>To present a range of ideas and information, using prompts, to a partner or a small group of people.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Children understand basic grammar appropriate to the language being studied, including the conjugation of high-frequency verbs.</li> <li>Present ideas and information orally to a range of audiences.</li> <li>Describe people, places, things and actions orally and in writing.</li> <li>Write phrases from memory, and adapt these to create new sentences.</li> <li>Present ideas and information orally to a range of audiences.</li> </ul>
<b>Spring Term</b>	<b>Skills:</b> 1; c / 2; c, d / 3; a / 4; a, b / 5; a, b, c, d	<b>Skills:</b> 1; b, c / 2; a, c, d / 3; a / 4; a, b / 5; a, b, c, d	<b>Skills:</b> 1; d / 2; a, b, c, d, e, f, g, h / 3; a, b / 4; b, d / 5; a, b	
	<b>Shopping: Y4</b>	<b>Time to Eat: Y3</b>	<b>Discovering Spain: Y6</b>	<b>Eating Out: Y5</b>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> <li>To understand basic grammar appropriate to the language being studied.</li> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>To engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> <li>To engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To appreciate stories, songs, poems and rhymes in the language in the context of food.</li> <li>To understand key features and patterns of basic grammar.</li> <li>To describe people, places, things and actions orally and in writing in the context of describing food by colour.</li> <li>To describe people, places, things and actions orally and in writing in the context of describing objects using adjectives.</li> <li>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Children write phrases from memory, and adapt these to create new sentences to express ideas clearly.</li> <li>Children engage in conversations; ask and answer questions.</li> <li>Children broaden their vocabulary and develop their ability to understand new words.</li> <li>Madrid Children describe people, places, things and actions orally and in writing.</li> <li>Children appreciate stories, songs, poems and rhymes in Spanish.</li> <li>Children engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To engage in conversations; ask and answer questions.</li> <li>To read carefully and show understanding of words, phrases and simple writing.</li> <li>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>
<b>Summer Term</b>	<b>Skills:</b> 1; b, c / 2; c, d / 3; a / 4; a, b / 5; a, b, c, d	<b>Skills:</b> 1; b, c / 2; c, d / 3; a / 4; a, b / 5; a, b, c, d	<b>Skills:</b> 1; a, b, c, d, e / 2; a, b, d, e, f, g, h / 3; a, b, c / 4; a, b, c, d, e / 5; a, b	
	<b>All About School: Y3</b>	<b>My Routine: Y4</b>	<b>In the Classroom: Y5</b>	<b>Our Wonderful World: Y6</b>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand basic grammar, including: feminine and masculine forms.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Engage in conversations; ask and answer questions; express opinions.</li> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>To speak in sentences using familiar vocabulary, phrases and basic structures.</li> <li>To engage in conversations; ask and answer questions.</li> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>To read carefully and show understanding of words, phrases and simple writing.</li> <li>To listen attentively to spoken language and show understanding by joining in and responding.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To understand basic grammar appropriate to the language being studied (conjugation of the verb 'estar' and preposition 'al lado de'); how to apply these, for instance, to build sentences.</li> <li>To read carefully and show understanding of words, phrases and simple writing.</li> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>To engage in conversations; ask and answer questions.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To broaden vocabulary and develop ability to understand new words.</li> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>To listen attentively to spoken language and show understanding by joining in and responding.</li> <li>To describe people, places, things and actions orally and in writing.</li> <li>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>To present ideas and information orally to a range of audiences.</li> </ul>

# Castle Primary's **MFL** Curriculum

## Long-Term Knowledge Plan B

	Year 3/4		Year 5/6	
<b>Autumn Term</b>	<b>Skills:</b> 1; a, c / 2; a, b / 3; b / 4; a / 5; d	<b>Skills:</b> 1; a, c / 2; c / 3; b / 4; b / 5; a, b	<b>Skills:</b> 1; c, d, e / 2; a, b, d, e, f, g, h / 3; a, c / 4; a, b, d, e / 5; a, b	
	<b>Let's Go: Y4</b>	<b>My Body: Y3</b>	<b>At the Shops: Y6</b>	<b>The Way I Look: Y5</b>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To listen attentively to spoken language and show understanding by joining in and responding.</li> <li>To understand basic grammar appropriate to the language (conjugation of high-frequency verbs).</li> <li>To develop accurate pronunciation and intonation, so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>To describe people, places, things and actions orally and in writing</li> <li>To engage in conversations; To ask and answer questions.</li> <li>To understand basic grammar appropriate to language, (conjugation of high-frequency verbs).</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.</li> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Develop accurate pronunciation and intonation so that others understand.</li> <li>Broaden their vocabulary and develop the ability to understand new words that are introduced into familiar written material.</li> <li>Understand basic grammar of feminine and masculine nouns.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others,</li> <li>Children can listen attentively to spoken language and show understanding by joining in and responding,</li> <li>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others,</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To listen attentively to spoken language and show understanding by joining in and responding.</li> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>To describe people, places, things and actions orally and in writing in the context of activities.</li> <li>Fashion To understand basic grammar appropriate to the language being studied.</li> <li>To understand basic grammar; key features and patterns of the language; how to apply these.</li> <li>To understand basic grammar appropriate to the language being studied.</li> </ul>
<b>Spring Term</b>	<b>Skills:</b> 1; b, c / 2; b, c, d / 3; a / 4; a, b / 5; a, b, c, d	<b>Skills:</b> 1; b, c / 2; c, d / 3; a / 4; a, b / 5; a, b, c, d	<b>Skills:</b> 1; d / 2; a, b, c, d, e, f, g, h / 3; a, b / 4; b, d / 5; a, b	
	<b>The People Around Me: Y3</b>	<b>The Wider World: Y4</b>	<b>My World: Y5</b>	<b>At What Time: Y6</b>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Present ideas and information orally to a range of audiences in the context of family.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Understand basic grammar and conjugate high frequency verbs.</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures;</li> <li>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> <li>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To understand basic grammar appropriate to the language being studied.</li> <li>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>To describe people, places, things and actions orally and in writing.</li> <li>To present ideas and information orally to a range of audiences.</li> <li>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>To describe people, places, things and actions orally and in writing,</li> <li>To understand basic grammar appropriate to the language being studied, including the conjugation of high-frequency verbs, key features and patterns of the language.</li> <li>To understand basic grammar appropriate to the language being studied and how to apply this to build sentences..</li> <li>To read carefully and show understanding of words, phrases and simple writing,.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> </ul>
<b>Summer Term</b>	<b>Skills:</b> 1; b, c / 2; c, d / 3; a / 4; a, b / 5; a, b, c, d	<b>Skills:</b> 1; a, b, c / 2; b, c, d / 3; a, b / 4; a, b / 5; a, b, c, d	<b>Skills:</b> 1; a, b, c, d, e / 2; a, b, d, e, f, g, h / 3; a, b, c / 4; a, b, c, d, e / 5; a, b	
	<b>Free Time: Y4</b>	<b>Tell Me When: Y3</b>	<b>To the Next Adventure: Y6</b>	<b>Our Past: Y5</b>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences.</li> <li>To present ideas and information orally to a range of audiences.</li> <li>To engage in conversations, ask and answer questions, express opinions and respond to those of others.</li> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structure.</li> <li>To read carefully and show understanding of words, phrases and simple writing</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To explore the patterns and sounds of language and link the spelling, sound and meaning of words.</li> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>To read carefully and show understanding of words, phrases and simple writing.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>To use known language to present information about Spanish festival dates.</li> <li>Understand basic grammar rules appropriate to the language being studied, how to apply these,</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To develop accurate pronunciation and intonation so that others can understand.</li> <li>Cultural Cosmonauts To appreciate stories, songs, poems and rhymes.</li> <li>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>To listen attentively to spoken language and show understanding by joining in and responding.</li> <li>To read carefully and show understanding of words, phrases and simple writing.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</li> <li>Children understand basic grammar appropriate to the language being studied, including the conjugation of high frequency verbs.</li> <li>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Children understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>