



BECOMING REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE

Immersion Curriculum: MFL Y5/6

At Amberley, each unit of MFL contains the key elements of speaking confidently, reading fluently, writing imaginatively and understanding the Spanish culture.



Intent:

For all learners to...

- Speak with good intonation and pronunciation
 - Have fluency in reading
- Have a strong awareness of the Spanish Culture
- Have a passion for languages and a commitment to the subject

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5/6 Cycle A	<p>Numbers to 100</p> <p>Revise greetings and goodbyes</p> <p>Speaking skills (name/age/birthday)</p> <p>Instructions</p>	<p>Clothes and uniform</p> <p>Revise expressing opinions (me gusta/no me gusta)</p> <p>Use vocabulary of colour</p> <p>School subjects</p> <p>Christmas: Vocab and games</p>	<p>Music and instruments</p> <p>Use the verb 'toco' = I can play (an instrument)</p> <p>Masculine/feminine revision</p> <p>Talking about music and giving opinions</p>	<p>Countries, flags, nationalities</p> <p>Use 'mucho' to describe Spanish landscape</p> <p>Learn about Spain (map)</p> <p>Learn about Easter week in Spain</p>	<p>Spanish fiestas</p> <p>Revise days, months, numbers</p> <p>Using question words</p> <p>Reading skills</p>	<p>Comprehension: read and learn a Spanish poem.</p> <p>Dictionary skills</p> <p>Writing our own poem in Spanish</p> <p>Sentence building</p>
5/6 Cycle B	<p>Describing ourselves and others (appearance)</p> <p>Use 'tener' (to have) and 'ser' (to be) in 1st, 2nd and 3rd person singular</p> <p>Describing our personality</p> <p>Masculine/feminine agreements</p>	<p>A Spanish rap</p> <p>Listen, understand and learn a Spanish rap</p> <p>Use dictionary skills to write own rap</p> <p>Perform rap and give opinions feedback on peers</p>	<p>The weather</p> <p>Weather poems comprehension</p> <p>Spanish cities</p> <p>Describing different types of weather</p> <p>Practice listening skills</p>	<p>Sports</p> <p>Differentiate between 'juego a' and 'practico' (when saying I play a sport)</p> <p>Opinions</p> <p>Comprehension – reading to elicit meaning from a text</p>	<p>Eating</p> <p>Revise food</p> <p>Restaurant conversations – use the verb 'quisiera' (I would like) and 'tener' (to have)</p> <p>Revise simple future 'voy a...'</p>	<p>Telling the time</p> <p>Time and meals</p> <p>Breakfast – use the verb 'desayunar' (to have breakfast)</p> <p>Vocabulary of frequency (often/sometimes/every day)</p> <p>Sentence building</p>