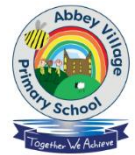


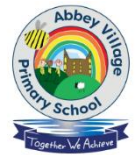




MFL long-term plan



Sunnyhurst Cycle A	All Year					
	Listening: Listen and join in with simple songs and learn key vocabulary about greetings and numbers. Develop a cultural understanding that people in other countries may speak a different language to my own. They may eat different foods. Find out where Spain is on a map and know that Spain is part of the continent Europe. Try some typical Spanish foods.					
Non statutory						
Sunnyhurst Cycle B	Listening: listen and join in with simple songs and learn key vocabulary about animals and body parts. Speaking: Copy a few simple words and phrases – hello , goodbye, numbers 1 – 5, some body parts. Develop a cultural understanding, compare similarities and differences living in England and living in Spain.					
	Non statutory					
Anglezarke Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A new start		Animals I like and Don't		Breakfast, fruit nouns, hungry giant	
	Spanish 1 Identifying and responding to questions Nouns and word families Phonics		Spanish 1 Adjectives Nouns Imperatives Phonics Creating questions and answers in first and second person singular Asking simple questions Constructing polite responses		Spanish 1 Adjectives Nouns Imperatives Phonics Creating questions and answers in first and second person singular	
Anglezarke Cycle B	calendar and celebrations		Carnival and playground games		Going on a picnic	
	Spanish 1 Identifying and understanding simple imperatives (classroom commands) Identifying and responding to questions Nouns and word families Phonics		Spanish 1 Adjectives Nouns Imperatives Phonics Creating questions and answers in first and second person singular		Spanish 1 Identifying and understanding simple imperatives (classroom commands) Identifying and responding to questions Nouns and word families / plural and singular identification Phonics Asking simple questions Constructing polite responses	
						


MFL long-term plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Roddlesworth Cycle A	All about us	In the city and Christmas	Going the market	Carnival, clowns and clothes	Out of this world	Going to the seaside
	and school Asking and answering questions Nouns and verbs	Asking and answering questions Nouns and verbs Gender of nouns Phonics Familiar and unfamiliar language – identification of cognates and near cognates Phoneme – grapheme transfer Imperatives	Adjectives, nouns , position of adjectives Forming the singular and plural of nouns Noun classes – changing from definite to indefinite pronouns	Imperatives Nouns and noun classes Masculine and feminine nouns /use of singular and plural Phoneme – grapheme transfer Position of adjectives	Adjectives, nouns , position of adjectives Forming the singular and plural of nouns Noun classes – changing from definite to indefinite pronouns	Asking and answering questions Participating in polite conversation Looking for cognates/ near cognates
Roddlesworth Cycle B	My school my subject	Time in the city	Healthy eating, going to the market	Clothes, colours, fashion show	Out of this world	Going to the seaside
	Nouns, verbs, adjectives and connectives Creating extended sentences Phoneme- grapheme transfer Use of bilingual dictionaries First to third person singular changes in commonly used verbs – to be called/ to live	Nouns, verbs, adjectives, connectives , prepositions Creating extended sentences Phoneme- grapheme transfer Use of bilingual dictionaries Cognates and near cognates Word families , noun gender- definite and indefinite articles	Nouns, verbs, adjectives, connectives Use of singular and plural with nouns , application of masculine and feminine gender to change from definite to indefinite Phoneme- grapheme transfer Use of bilingual dictionaries Cognates and near cognates	The verb to be / the verb to have in third person singular and plural Adjectives, nouns , position of adjectives and adjectival agreement Forming the singular and plural of nouns Noun classes – changing from definite to indefinite pronouns	The verb to be / the verb to have in third person singular and plural Adjectives, nouns , position of adjectives and adjectival agreement Forming the singular and plural of nouns Noun classes – changing from definite to indefinite pronouns	Imperatives Use of modal verbal phrases Adjectives, nouns , position of adjectives and agreement Use of bilingual dictionaries

MFL long-term plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Roddlesworth Cycle c	Everyday life	Where I live, you live	Playing and enjoying sport	This is me, hobbies, and fun	Café culture	Class performance
	Time structures Reflexive verbal phrases Nouns, verbs, connectives, adverbs Creating extended sentences Phoneme- grapheme transfer Use of bilingual dictionaries	Nouns, verbs, adjectives, connectives , prepositions Creating extended sentences Phoneme- grapheme transfer Use of bilingual dictionaries Cognates and near cognates Word families , noun genderdefinite and indefinite articles	Nouns, verbs, adjectives, connectives , prepositions Creating extended sentences Phoneme- grapheme transfer Use of bilingual dictionaries Cognates and near cognates Word families , noun genderdefinite and indefinite articles Verbs	Nouns, verbs, adjectives, connectives , prepositions Creating extended sentences Phoneme- grapheme transfer Use of bilingual dictionaries Cognates and near cognates Word families , noun genderdefinite and indefinite articles Verbs	Exploring restaurant and cafe culture Asking and answering questions Participating in polite conversation Looking for cognates/ near cognates Singular /plural nouns Definite / indefinite pronouns	Performances! Independent celebration and practise of core language met throughout 4 years- to deliver as performance or presentation