## MFL WALTs overview

| Year 3 (Spanish)        |                         |                          |                         |                        |                         |  |
|-------------------------|-------------------------|--------------------------|-------------------------|------------------------|-------------------------|--|
| Autumn 1                | Autumn 2                | Spring 1                 | Spring 2                | Summer 1               | Summer 2                |  |
| Aprendo espanol – I     | Los animales –          | Se - I know how to       | La fruta - Fruits       | Las verduras -         | Los helados - Ice       |  |
| am learning Spanish     | animals                 | WALT: Introduce the      | WALT: name with         | Vegetables             | creams                  |  |
| WALT: Introduce Spain   | WALT: introduce the     | children to a variety of | accurate pronunciation  | WALT: name five        | WALT: name and          |  |
| as a country and        | unit 'Los animales'     | verbs                    | and remember five       | common vegetables      | remember the first five |  |
| Spanish as a subject    | WALT: name (with        | WALT: introduce the      | fruits                  | WALT: name five more   | ice-cream flavours      |  |
| WALT: introduce the     | accurate                | next five verbs          | WALT: name with         | nouns for vegetables   | WALT: learn five more   |  |
| question and possible   | pronunciation) and      | WALT: consolidate all    | accurate pronunciation  | WALT: revisit all ten  | nouns for ice-cream     |  |
| replies in Spanish      | remember five more      | ten verbs and integrate  | and remember five       | vegetables in Spanish  | flavours                |  |
| answer for ¿cómo        | animals in Spanish with | se                       | more nouns for fruits   | and learn how to say   | WALT: say which ice-    |  |
| estás?                  | the correct indefinite  | WALT: use all new        | WALT: move from         | "a kilo of" plus a     | cream they would like   |  |
| WALT: ask somebody      | article/determiner      | knowledge to improve     | singular to plural noun | vegetable              | and the word 'and' (y)  |  |
| their name to say their | WALT: consolidate all   | listening and reading    | and consolidate all ten | WALT: Develop further  | WALT: Develop further   |  |
| name                    | ten nouns for animals   | skills                   | fruits                  | linguistic progression | linguistic progression  |  |
| WALT: say the           | in Spanish and will     | WALT: consolidate all    | WALT: Develop further   | by learning how to     | by learning how to ask  |  |
| numbers 1-10 and the    | start to attempt to     | new knowledge using a    | linguistic progression  | formulate a short      | for a cone or a small   |  |
| colours                 | spell these words       | variety of writing       | by learning how to      | phrase using "Quisiera | tub/pot of ice-cream    |  |
| WALT: consolidate the   | WALT: explore and       | activities               | formulate a simple      | " ("I would like")     | WALT: perform a short   |  |
| colours                 | understand better the   | WALT: revise all         | opinion on fruits using | WALT: be introduced    | role play where they    |  |
| WALT: revise all        | role of the indefinite  | language covered so      | "Me gustan"             | to the conjunction "y" | buy an ice-cream.       |  |
| language covered so     | article/determiner and  | far and complete         | WALT: be introduced     | ("and") so that they   | WALT: ise all language  |  |
| far and complete        | to understand that      | assessment for the unit  | to the negative opinion | can list what          | covered so far and      |  |
| assessment for the unit | there are more          |                          | "No me gustan" ("I      | vegetables they would  | complete assessment     |  |
|                         | indefinite articles in  |                          | do not like")           | like                   | for the unit            |  |
|                         | Spanish compared to     |                          | WALT: revise all        | WALT: ise all language |                         |  |
|                         | English                 |                          | language covered so     | covered so far and     |                         |  |
|                         | WALT: become more       |                          | far and complete        | complete assessment    |                         |  |
|                         | familiar with the 1st   |                          | assessment for the unit | for the unit           |                         |  |

| person high frequency  |
|------------------------|
| rregular verb 'soy' (I |
| m) from the verb 'ser' |
| to be)                 |
| VALT: revise all       |
| anguage covered so     |
| ar and to complete     |
| he end of unit         |
| ssessment              |

| Year 4 (Spanish)  |   |  |  |  |   |  |
|---|---|--|--|--|---|--|
| Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |  |
| Me presento -   | Tienes una mascota? -   | Mi familia - My family   | Mi casa - My home  | La fecha - the date?   | En la cafeteria - At the  |  |
| Introducing myself WALT: revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question WALT: ask and answer the question '¿Cómo te llamas?' (What is your name?) WALT: consolidate numbers 1-10 and to introduce numbers 11- 20 WALT: consolidate knowledge of numbers | Do you have a pet? WALT: say eight nouns and matching gender articles for the different pets WALT: consolidate new 'Pets' vocabulary. Use of "Tengo" ("I have") WALT: Further development of our Spanish knowledge by introducing, learning and using the structure "que se llama" ("that is called") | WALT: say the various nouns for family members WALT: continue and consolidate the nouns and definite articles/determiners for members of the family WALT: introduce the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?) WALT: Introduce the question ¿Cómo se | WALT: say they live in "Vivo en" a house or an apartment and will be given a choice of where their home or apartment is located WALT: say the first five nouns for rooms of the home WALT: say another five nouns for rooms of the home WALT: Develop further linguistic progression by learning how to use the negative structure "En mi casa no hay" | WALT: learn the months of the year WALT: consolidate the months of the year WALT: say the date WALT: say when their birthday is WALT: create some Spanish calendars WALT: ise all language covered so far and complete assessment for the unit | Café WALT: order drinks in a cafe WALT: order some food in a cafe WALT: integrate the vocabulary from the last two weeks WALT: revise all the vocabulary from the last three weeks WALT: consolidate the language for ordering a breakfast and introduce the extra vocabulary for other |  |

| 1-20 in Spanish and to  | WALT: Further           | llama? (what is he/she  | WALT: integrate new     | types of snacks         |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| learn how to ask and    | linguistic progress by  | called?)                | language with           | available               |
| answer the question     | learning how to use     | WALT: ask and answer    | previously learnt       | WALT: revise all        |
| · ·                     |                         |                         | '                       |                         |
| '¿Cuántos años          | the negative structure  | the target question for | language: "I am called, | language covered so     |
| tienes?' (How old are   | "no tengo"              | the week: ¿Cuántos      | I am years old"         | far and complete        |
| you?)                   | WALT: be introduced     | años tiene? (How old    | WALT: revise all        | assessment for the unit |
| WALT: consolidate all   | to a new connective     | is?)                    | language covered so     |                         |
| previous knowledge      | "pero" ("but")          | WALT: revise all        | far and complete        |                         |
| from the unit, to learn | WALT: revise all        | language covered so     | assessment for the unit |                         |
| how to ask and answer   | language covered so     | far and complete        |                         |                         |
| the question '¿Dónde    | far and complete        | assessment for the unit |                         |                         |
| vives?' (Where do you   | assessment for the unit |                         |                         |                         |
| live?)                  |                         |                         |                         |                         |
| WALT: ise all language  |                         |                         |                         |                         |
| covered so far and      |                         |                         |                         |                         |
| complete assessment     |                         |                         |                         |                         |
| for the unit            |                         |                         |                         |                         |

| Year 5 (French)                                       |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2 |  |  |  |  |  |  |  |

| J'apprends le français -      | En classe - Classroom   | Je Peux - I can         | Les fruits - Fruits     | Les saisons - The      | Les glaces - Ice creams |
|-------------------------------|-------------------------|-------------------------|-------------------------|------------------------|-------------------------|
| <b>Greetings, Colours and</b> | equipment               | WALT: Introduce the     | WALT: name with         | seasons                | WALT: name and          |
| numbers                       | WALT: introduce the     | children to 5 verbs     | accurate pronunciation  | WALT: introduce the    | remember the first five |
| WALT: Introduce               | nouns and               | WALT: introduce the     | and remember five       | unit 'Les Saisons'     | ice-cream flavours      |
| France as a country           | articles/determiners    | next five verbs         | fruits                  | WALT: say and/or write | WALT: remember five     |
| and French as a subject       | for six common          | WALT: consolidate all   | WALT: remember five     | a short sentence about | more nouns for ice-     |
| WALT: introduce the           | classroom objects       | ten verbs and integrate | more nouns for fruits   | winter                 | cream flavours          |
| question and possible         | WALT: learn a further   | je peux                 | WALT: move from         | WALT: say and/or write | WALT: say which         |
| replies in French             | five classroom object   | WALT: use all new       | singular to plural noun | a short sentence about | flavour ice-cream they  |
| answer for ça va?             | nouns with their        | knowledge to improve    | and consolidate all ten | spring                 | would like using the    |
| WALT: ask somebody            | indefinite              | listening and reading   | fruits                  | WALT: say and/or write | structure 'je voudrais' |
| their name to say their       | articles/determiners    | skills                  | WALT: Develop further   | a short sentence about | WALT: ask for a cone    |
| name                          | WALT: learn the         | WALT: use all new       | linguistic progression  | summer                 | or a small tub/pot of   |
| WALT: learn the               | question 'Qu'est-ce     | knowledge in writing    | by learning how to      | WALT: say and/or write | ice-cream               |
| numbers 1-10 and the          | qu'il y a dans ta       | activities              | formulate a simple      | a short sentence about | WALT: perform a short   |
| colours                       | trousse?' and have the  | WALT: revise all        | opinion on fruits using | autumn                 | role play where they    |
| WALT: consolidate the         | knowledge and skills in | language covered so     | "J'aime…"               | WALT: ise all language | buy an ice-cream        |
| colours                       | French to formulate an  | far and complete        | WALT: use the negative  | covered so far and     | WALT: ise all language  |
| WALT: revise all              | answer using the        | assessment for the unit | opinion "Je n'aime      | complete assessment    | covered so far and      |
| language covered so           | structure 'Dans ma      |                         | pas" ("I do not         | for the unit           | complete assessment     |
| far and complete              | trousse j'ai'           |                         | like")                  |                        | for the unit            |
| assessment for the unit       | WALT: consolidate the   |                         | WALT: revise all        |                        |                         |
|                               | previously learnt       |                         | language covered so     |                        |                         |
|                               | language and            |                         | far and complete        |                        |                         |
|                               | introduce the           |                         | assessment for the unit |                        |                         |
|                               | possessive adjectives   |                         |                         |                        |                         |
|                               | 'mon', 'ma' and 'mes'   |                         |                         |                        |                         |
|                               | WALT: use the negative  |                         |                         |                        |                         |
|                               | structure 'Je n'ai pas  |                         |                         |                        |                         |
|                               | de' (I do not have)     |                         |                         |                        |                         |
|                               | WALT: revise all        |                         |                         |                        |                         |
|                               | language covered so     |                         |                         |                        |                         |

| far and complete assessment for the | unit |  |  |
|-------------------------------------|------|--|--|
|                                     |      |  |  |
|                                     |      |  |  |
|                                     |      |  |  |

| Year 6 (French)          |                        |                         |                         |                         |                          |  |
|--------------------------|------------------------|-------------------------|-------------------------|-------------------------|--------------------------|--|
| Autumn 1                 | Autumn 2               | Spring 1                | Spring 2                | Summer 1                | Summer 2                 |  |
| Je me presente -         | Ma famille - My family | Chez moi - At my        | Manger et Bouger -      | Au salon de the - At    | Le Jeux Olympiques –     |  |
| Introducing myself       | WALT: learn how to say | home                    | Healthy lifestyle       | the café                | The Olympic Games        |  |
| WALT: revise basic       | the various nouns for  | WALT: learn how to say  | WALT: introduce the     | WALT: learn how to      | WALT: Introduce the      |  |
| greetings and will learn | family members         | they live in a house or | aim of the unit Manger  | order drinks in a cafe  | new unit Les jeux        |  |
| how to ask someone       | WALT: continue and     | an apartment and        | et Bouger               | WALT: learn how to      | olympiques               |  |
| how they are feeling as  | consolidate the nouns  | where their home or     | WALT: learn ten new     | order some food in a    | WALT: use a              |  |
| well as answer the       | and definite           | apartment is located    | words for unhealthy     | cafe                    | PowerPoint to look at    |  |
| question themselves      | articles/determiners   | using "J'habite"        | foods                   | WALT: integrate the     | the key facts of the     |  |
| WALT: ask and answer     | for members of the     | WALT: Consolidation of  | WALT: consolidate the   | vocabulary from the     | modern Olympic           |  |
| the question             | family                 | last week's language    | children's learning of  | last two weeks          | games using story        |  |
| 'Comment tu-             | WALT: introduce how    | connected to            | the new vocabulary      | WALT: revise all the    | ordering to help         |  |
| t'appelles?              | to ask and answer the  | "J'habite" plus the     | WALT: improve their     | vocabulary from the     | decipher and decode      |  |
| WALT: consolidate        | question: As-tu des    | first five nouns for    | range of vocabulary by  | last three weeks        | meaning                  |  |
| numbers 1-10 and to      | frères et sœurs?       | rooms of the home       | learning key phrases    | WALT: consolidate the   | WALT: consolidate all    |  |
| introduce numbers 11-    | WALT: be able to       | WALT: learn another     | for activities          | language for ordering a | the language covered     |  |
| 20                       | introduce their family | five nouns for rooms of | WALT: improve their     | breakfast in French and | so far by introducing    |  |
| WALT: consolidate        | members                | the home                | reading skills by       | introduce the extra     | the verb faire ('to do') |  |
| numbers 1-20 and to      | WALT: say and          | WALT: Develop further   | learning the            | vocabulary for other    | as well as a negative    |  |
| learn how to ask and     | recognise numbers 1-   | linguistic progression  | instructions for how to | types of snacks         | option for not doing a   |  |
| answer the question      | 100                    | by learning how to use  | follow a healthy recipe | available               | particular sport using   |  |
| 'Quel âge as-tu ?'       |                        | the negative structure  |                         |                         |                          |  |

| WALT: consolidate all   | WALT: ise all language | "Chez moi il n'y a pas | WALT: revise all        | WALT: revise all        | the structure je ne fais  |
|-------------------------|------------------------|------------------------|-------------------------|-------------------------|---------------------------|
| previous knowledge      | covered so far and     | de"                    | language covered so     | language covered so     | pas de                    |
| from the unit, to learn | complete assessment    | WALT: encouraged to    | far and complete        | far and complete        | WALT: show the            |
| how to ask and answer   | for the unit           | put all their new      | assessment for the unit | assessment for the unit | children how to use all   |
| the question 'Où        |                        | language into context  |                         |                         | the language they have    |
| habites-tu ?'           |                        | WALT: ise all language |                         |                         | covered in this unit in a |
| WALT: ise all language  |                        | covered so far and     |                         |                         | real context              |
| covered so far and      |                        | complete assessment    |                         |                         | WALT: introduce the       |
| complete assessment     |                        | for the unit           |                         |                         | children to ten French    |
| for the unit            |                        |                        |                         |                         | nouns (and their          |
|                         |                        |                        |                         |                         | article) for sports       |
|                         |                        |                        |                         |                         | currently in the          |
|                         |                        |                        |                         |                         | Olympic games             |
|                         |                        |                        |                         |                         | WALT: date all the        |
|                         |                        |                        |                         |                         | language covered so       |
|                         |                        |                        |                         |                         | far in the unit by        |
|                         |                        |                        |                         |                         | preparing a               |
|                         |                        |                        |                         |                         | PowerPoint/oral           |
|                         |                        |                        |                         |                         | presentation about        |
|                         |                        |                        |                         |                         | Olympic history and       |
|                         |                        |                        |                         |                         | current Olympic sports    |