

MFL (Spanish) Curriculum Newsletter Summer 2 (2026)

iBienvenidos!

Dear Parents and Carers,

Welcome to our Summer 2 Curriculum Newsletter!

At the end of the spring term, a group of our Year 5 pupils travelled to Tenerife as part of our Turing Scheme project, bringing together Spanish, geography and cultural learning. Pupils visited a local partner school, explored Teide National Park and learnt about Mount Teide, Spain's highest volcano, while using their Spanish in real-life contexts throughout the trip. It was a fantastic experience and we are delighted to share some photos from the visit with you below!

Señorita Colbron & Señorita Perez

Spanish Learning Hub

The online hub provides access to Spanish knowledge organisers, retrieval games and songs for pupils from EYFS to Year 6. It will be updated termly in line with our curriculum to support pupils in revisiting and strengthening their vocabulary and confidence. We encourage short, regular practice at home to help consolidate learning.



Study Visit to Tenerife



Scan to support Spanish learning at home. Short, regular practice helps build confidence and vocabulary.

¿Qué vamos a aprender? (What are we going to learn?)

Reception

Pupils will be learning to name a range of farm animals in Spanish and describe their colours. We'll be using songs and actions to help embed the vocabulary in a fun and memorable way.

Year 1

Pupils will revisit key topics from throughout the year—including toys, animals, family, colours, and numbers—through songs and games designed to reinforce their learning. They will build confidence by creating simple sentences and structures, such as “Me gusta el balón rojo” (I like the red ball) and “Tengo dos gatos” (I have two cats).

Year 2

Pupils will revisit key topics from the year—fruits, vegetables, body parts, colours, and numbers up to 31—through songs and games with an emphasis on simple Spanish phonics. Pupils will also take part in mini roleplays to practise introducing themselves in Spanish, helping to build confidence and lay the foundation for their language learning journey in Key Stage 2.

Year 3

Pupils will learn to name and label parts of the human body as well as animal features such as el pico (beak) and las patas (paws). They will use this vocabulary to describe their favourite pets, while continuing to expand their use of colours, numbers, and adjectives. This unit will help pupils build a strong foundation in Spanish word order and sentence structure, enabling them to speak with greater confidence and accuracy.

Key Stages 1 & 2

Key Stage 1

Pupils will be responding to the language and speaking with support.

Key Stage 2

Pupils will be taking part in questions and answers, role-playing, reading and writing words in Spanish.

All pupils

All pupils are encouraged to take an active and creative part in lessons through memory games, songs, pairs, groups and teamwork. The children develop language skills by discussing similarities and differences and making links with other languages they already know.

Why not encourage your child to teach you some of the words, phrases and songs they already know?



Year 4

Pupils will learn food vocabulary and verbs which will support them in understanding a recipe in Spanish. We will then move on to a restaurant roleplay where pupils will prepare and act out a dialogue, taking turns to be ‘el camarero/ la camarera’ (waiter/waitress) or ‘el cliente’ (the customer). We will film our performances using the green screen and a restaurant backdrop/props so that we can see ourselves speaking Spanish in context and give positive shared feedback on our pronunciation.

Year 5

Pupils will be learning to apply their art and literacy skills in Spanish lessons to describe paintings by the Spanish painter Joaquín Sorolla. By using verbs in the 3rd person, adjectives and prepositions, pupils will add greater depth to their descriptions, presenting and sharing their work with the class.

Year 6

Year 6 pupils will learn to name a variety of jobs and express what they would like to do when they're older, using ‘me gustaría’ (I would like), ‘quiero’ (I want) and ‘puedo’ (I can). They will write a letter to their future self, describing their dream job, while drawing on their existing knowledge to introduce and describe themselves. This creative task encourages pupils to reflect on their primary learning and showcase their language skills in a preparation for secondary learning!