

Subject: MFL

Year: KS1 Year A

Term: Autumn

TOPIC: My School (Greetings, Numbers), Myself (Pets)

WPAT PoS:

Speaking:

A focus on sound spelling runs throughout the language teaching

- Can say and understand a few important words in Spanish
- Can attempt join in with the main part of a Spanish story or rhyme
- Can attempt to repeat accurately some sounds in the target language
- Can say a few words such as: greetings and simple response
- Can give their name, can ask a question about someone's name
- Can say 'how they are feeling'

Listening:

A focus on sound spelling runs throughout the language teaching

- Can listen and join in with the main parts of a song, story or rhyme
- Can listen to and enjoy a story in Spanish
- Beginning to identify accurately some sounds in the target language
- To understand and respond to some familiar core Spanish language

Reading:

A focus on sound spelling runs throughout the language teaching

- Beginning to recognise some important words written in Spanish e.g. greetings or colour

Culture:

- Exploring authentic Spanish rhymes, songs and stories
- Investigating shared and Spanish specific festivals and celebrations
- Celebrating similarities and differences between cultures
- Developing our understanding of people in the world around us

Prior Learning

(Examples of the below can be found in previous term MTP session breakdowns)

EYFS

- To listen and respond physically to a greeting, a colour and a number
- To attempt to ask and answer in Spanish the question 'What are you called?'
- To join in with an authentic Spanish song.
- Children can attempt to say the name phrase in Spanish (I am called...)
- Children can answer the register in Spanish (good morning, good afternoon).

Long-term Learning (what pupils MUST know and remember) end goals

- Children can say and write a greeting in Spanish.
- Children can say 'My name is...' in Spanish.
- Children can count to 10 in Spanish.
- Children know some pet names in Spanish.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
¡Hola!	Hello
¡Buenos días!	Good morning!
¡Buenas tardes!	Good afternoon!
¡Buenas noches!	Good night!
¿Cómo te llamas?	What's your name?
Me Llamo	My name is...
Estoy muy bien	I feel good
El perro	Dog
El gato	Cat
El conejo	Rabbit
El pez	Fish
¿Dónde?	Where?

Session 1:

Say and write a greeting in Spanish

Children practise saying greetings and write a speech bubble (E.g. Good morning, good afternoon and good night (Buenos días, buenas tardes y buenas noches).

Session 2:

Say 'My name is...' in Spanish

Children practise saying their names and introduce themselves to others. Children write speech bubble (E.g. ¿Cómo te llamas?' and 'Me Llamo...')

Session 3:

Say how I am feeling

Children revisit name phrases, learn two feelings and talk about their feelings. (E.g. estoy muy bien (I feel good).

Session 4:

Count from 1-5 in Spanish

Children practise counting from 1-5 in Spanish, play the action game and learn the Spanish rhyme 'Five Little Wolves'.

Session 5:

Count from 6-10 in Spanish

Children revisit counting from 1-5 in Spanish, learn numbers from 6-10 in Spanish, learn a new number song in Spanish.

Session 6:

Count from 1-10 in Spanish

Children revisit counting from 1-10 in Spanish and use new number knowledge to play a Spanish game.

Session 7:

To say some Spanish pet nouns

Children learn some Spanish pet nouns (dog, cat, rabbit, fish) .Play 'Meet the Puppies' game and make pet headbands.

Session 8:

To identify numbers 1-10 in different contexts

Children count puppy treats, play the ¿Cuántos premios? game and count the biscuits Fujju eats. Read the number and draw the biscuits.

Session 9:

Listen to and respond to simple commands in Spanish

Children practise dog training command play "Simón dice". Work in 2's to play 'train your pet.' Children take turns to swap roles as trainer and dog.

Session 10:

Name some pet's favourite things

Learn the nouns of some animal's favourite things, watch the video and identify the pet's favourite things, children draw and label some of our pet's favourite things.

Session 11:

Understand what pets enjoy doing

Children practise saying "I like..." in Spanish. Children do their puppy performance using the puppy PPT.

Session 12:

Identify places that pets like going

Children learn vocab for places that pets like going, practising using the /a/ sound. Play “¿Dónde?” game. Children cut out the pets and place them in the correct place.

Subject: MFL

Year: KS1 Year A

Term: Spring

TOPIC: Places (Farm), Calendar (Birthdays)

WPAT PoS:

Speaking:

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- Can attempt to repeat accurately some sounds in the target language
- Can say a few words such as: greetings and simple response
- Can give their name, can ask a question about someone’s name
- Can say ‘how they are feeling’

Listening:

A focus on sound spelling runs throughout the language teaching

- Can listen and join in with the main parts of a song, story or rhyme
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Reading:

A focus on sound spelling runs throughout the language teaching

- Beginning to recognise some important words written in Spanish e.g. greetings or colour

Culture:

- Exploring authentic Spanish rhymes, songs and stories
- Investigating shared and Spanish specific festivals and celebrations
- Celebrating similarities and differences between cultures
- Developing our understanding of people in the world around us

Prior Learning

(Examples of the below can be found in previous term MTP session breakdowns)

- Children know some animals in Spanish.
- Children can say when their birthday is in English.
- Children know how old they are in English.
- Children know some numbers 1-10 in Spanish.

Long-term Learning (what pupils MUST know and remember) end goals

- Children can identify and name farm animals in Spanish.
- Children can label a farm animal in Spanish.
- Children can name some farm animals in their plural form in Spanish.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Un pata	Duck
Una vaca	Cow
Un cerdo	Pig
Una oveja	Sheep
Un caballo	Horse

Session 1:

Identify and name farm animals in Spanish

As a class, ask the children to name in English farm animals they know and encourage them which five animals we are going to learn today. Introduce the name of the farm animals, add an action to each animal. Play action game. Guess the animal – play the audio and children freeze doing the action of the animal they think it is.

Session 2:

Identify, name and label farm animals in Spanish

Revisit farm animals, draw attention to key sounds in orange. Bouncy sounds game with Irene. Draw and label a farm animal.

Session 3:

Identify and name family members from a duck family

Meet the family members of a duck family. Learn and practise the ‘Que viene papá pato’ song and game. Perform the song in groups and film to the whole class.

Session 4:

Count from 1-10 in Spanish

Revisit numbers to 10 with Irene and play the counting claps game. Watch the ¿Cuántos patos? video – watch and rehearse the counting. Play the ‘Ducks in the Pond’ game – teacher to name a number and children are to make groups of that number.

Session 5:

Name some farm animals (plural)

Play 'More than one' with Irene – watch the video and discuss how the words change as the animals are 'more than one'. One or more? (plural). Draw and label familiar farm animals. Display farm animal vocabulary on the board and encourage children to label their animals.

Session 6:

Listen to and join in with a Spanish song - 'Old McDonald Had a farm'

Learn some animal sounds. Listen and join in with 'Old McDonald Had a Farm' song. Perform the song in small groups and film children's performances.

Session 7:

Identify and understand woodland animals in Spanish

Play 'Show me!' listening game – turn on the spot, listen, point and say the correct animal. Cut and stick A3 images to create a woodland scene.

Session 8:

Use vocabulary related to birthdays in Spanish

Revisit the woodland animal nouns. Listen to 'El cumpleaños de Ernesto' story in Spanish. Discuss the story and think about how Henri may be feeling. Design a party hat.

Session 9:

Say how old you are in Spanish

Listen to El cumpleaños de Ernesto. Children to join in with retelling the story in different parts for example, using animal nouns or sounds 'toc, toc, toc – knock, knock, knock'. Recap numbers 1-10 in Spanish. Practise saying how old you are. Draw candles on a birthday cake to represent how old you are.

Session 10:

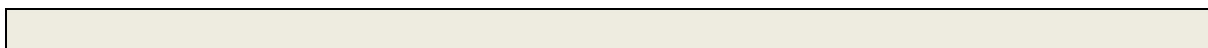
Understand some nouns for birthday gifts

Learn the nouns for birthday gifts and play 'the party bag' game with flashcards. When the music stops, draw a picture of your favourite birthday gifts. Children pick out flashcards of birthday gifts, they name each one in turn. Children draw a picture of their favourite birthday gifts.

Session 11:

Say which month my birthday is in

Sing the months of the year with Irene – say which month your birthday is in. Children raise their hand when they hear their birthday month. Order children in the class



Subject: MFL

Year: KS1 Year A

Term: Summer

TOPIC: Adjectives (Rainbow Colours), Food (Healthy Eating).

WPAT PoS:

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Culture:

- Exploring authentic Spanish rhymes, songs and stories
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Prior Learning

(Examples of the below can be found in previous terms MTP session breakdowns)

- Children can listen and respond physically to the names of colours in Spanish.
- Children can talk about the weather in English.
- Children can count to 10 by joining in with a Spanish song.

Long-term Learning (what pupils MUST know and remember) end goals

- Children can name colours and numbers in Spanish (blue, white, red, green, orange).
- Children can count to 10 in Spanish.
- Children can say some weather phrases in Spanish – Weather Wheel.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Azul	Blue
Blanco	White
Rojo	Red
Verde	Green
Naranja	Orange
Hace sol	It's sunny
Hace viento	It's windy
El arcoíris	Rainbow
La nieve	Snow
Hace frío	It's cold
Llueve	It's raining
Las uvas	Grapes

Session 1:

Creating spoken performances using familiar Spanish numbers and colours

Eg. Children listen to and join in with the 'sol de veranos' song. Children count in Spanish, the rays on the sunshine. Children read colours of the different rays of sunshine using prior know of colours. Using slide 3 of PPT, children create their own rhyme using colours and numbers in Spanish eg. uno amarillo, dos rojos, tres naranjas, uno amarillo, cinco azules, cuatro verdes, dos naranjas Etc.

Session 2:

Recalling and practicing some colours in Spanish

Eg. Watching and join in with Spanish song 'Dos pececitos se fueron a nadar' (Two little fish went swimming). El más pequeño fue al fondo del mar (the smallest went to the bottom of the sea), ven para acá le dijo un tiburón (come here said a shark), tres pececitos se fueron a nadar (three little fish went swimming). Etc. Children identify words they recognise/have a go at guessing some new vocabulary/spelling of words.

Session 3:

Remembering and practising some numbers and colours in Spanish

Eg. Watch Spanish song 'dos se fueron a nadar' (Two little fish went swimming) again. Children recap on what some words mean in English such as: pez and tiburón. Children brainstorm colours in Spanish. How many colours can the children remember in Spanish? Using this knowledge, children complete Class Fish Beetle Game.

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Session 4:

Practising numbers 1-10 in Spanish

Eg. Listen to song a tos se fueron a nadar. Children count the fish and say the colours of the fish in Spanish. Children name the fish, drawing their own fish and practise writing 'Me llamo' and the fish's name.

Session 5:

Listen and join in with the rainbow colours song

Children use the colours song to identify colours of the rainbow - Rojo, amarillo y rosa y verde, Morado y naranja y azul, Canto los colores del arcoíris, Cántalos conmigo.

Session 6:

Understand some weather phrases

Children listen and respond with Irene. Children use their knowledge of weather phrases to play SPLAT - hace sol, hace viento, arcoíris.

Session 6:

Understand and use weather phrases more independently

Listen to and respond to rainbow colours song. Children use their knowledge of colours to create a Weather Wheel.

Session 7:

Remember some colours and weather phrases independently

Revisit the 3 phrases from last lesson and learn 3 more. Children play weather Bingo - hace sol, hace viento, arcoíris, niev, hace frío, llueve.

Session 8:

Create a weather picture and use a sentence

Children describe what the weather is like through the window today. Children draw a picture and copy the weather sentence.

Session 9:

Listen to and join in with 'What's the weather like?' song

Sing the song with Irene and Play Simón dice with weather phrases. Use their sentence from their picture to verbally describe the weather - ¿Qué tiempo hace?, Hace sol, Hace viento, Llueve.

Session 10:

Recall body parts and ingredients to make a healthy biscuit

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Roll a dice and build Mr Biscuit. Practice and perform "10 petits biscuits" song. Learn the Spanish word for 'grapes'.