

**Subject: MFL**

**Year: KS1 Year B**

**Term: Autumn**

**TOPIC: My School (Classroom Instructions), Myself (Body Parts).**

**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)*

- Children can listen and respond to number songs in Spanish.
- Children know the days of the week in English.
- Children know the body parts song 'Heads, Shoulders, Knee's and Toes' in Spanish.

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

- Children join in with playground games using numbers in Spanish.
- Children know some days of the week in Spanish.

- Children can talk about some body parts in Spanish.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
El pez	Fish
El pescador	Fisherman
Los churros	Churros
El chocolate	Chocolate
El buzón	Mailbox
El cartero	Mailman
el dedo	The finger
la mano	The hand
el codo	The elbow
el brazo	The arm
la cabeza	The head
la pierna	The leg
el cuerpo	The body

Session 1:

**Listen and join in with a playground game using numbers**

Practise the words to play ‘the fish and fishermen’ playground game in Spanish. Sing the “Peces y pescadores” rhyme with Irene Instructions to play the game. Draw the correct number of fish in the nets.

Session 2:

**Listen and understand the names of sea creatures**

Learn the names for 4 sea creatures Practise the new words (‘stretchy words’) and play a game of ‘What’s missing?’. “Peces y pescadores” rhyme with Irene Play the fish and fishermen playground game. Draw a picture of your favourite sea creature and label it in Spanish!

Session 3:

**Listen and identify days of the week in Spanish**

Deliver the post in Spain and learning the days of the week in Spanish. Play the days of the week circle game. Sort the days in to the envelopes.

Session 4:

**Listen and join in with a playground game using days of the week in Spanish**

Revisit the days of the week in Spanish. Play the days of the week circle game. Play the ‘postman’ playground game. Colour in the picture of the Spanish post box and post man. Write your favourite day on the envelope.

Session 5:

**Listen and join in with a clapping game**

Let's look at a Spanish breakfast and learn 5 food items you might have for breakfast in Spain. Look at what's the same and what's different. Chocolat chaud rhyme. Practise the rhyme and miss out key sounds every time they are supposed to say it . Play several times changing the key sounds each time. Practise the clapping game with your partner.

Session 6:

**Talk about a Spanish breakfast**

Chocolate rhyme Practise the clapping game with your partner. Revisit breakfast items, play games. Make churros using plasticine or playdough or draw a picture to make a display of a Spanish breakfast table. Have a Spanish breakfast!

Session 7:

**Identify and read vocabulary related to pirates**

At the ready, pirates! Learn some pirate-related vocabulary with Irene. Play "Splat". Give children the printable worksheet and ask them to draw the pictures of the pirate's belongings, cut them out and keep them in their treasure chests.

Session 8:

**Listen to and join in with a story in Spanish**

Practise key vocabulary with Irene (bouncy sounds /r/). Listen to El pirata Pepe" story. Practise as a class and perform the story.

Session 9:

**Play a board game using words in Spanish**

Revisit vocabulary and learn some new words. "Pirate Quiz" game with Irene. "El Tesoro pirata" boardgame.

Session 10:

**Count from 1 to 10 in Spanish**

Count the pirate's gold coins 1-10 with Irene. What number is it? "How many coins?" game – children need a mini whiteboard and whiteboard pen (or pencil and paper). How many coins are there in the treasure chest? Guess by writing the number. Click to reveal the answer... were they right? 1 to 10 dot to dot

Session 11:

**Identify and name some body parts in Spanish**

Learn 8 body parts in Spanish: "Head, shoulder, knees, toes" body and face parts. Head, shoulders, knees and toes song with Irene. Label and colour the pirate.

**Term: Spring**

**TOPIC: Places (My Garden), Calendar (Holidays & Weather).**

**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
- 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)*

- Children can say some key words relating to the weather – through song.
- Children know that there are different modes of transport and how we can travel.

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

- Children can talk about a story relating to growing and planting – using key words in Spanish.
- Children can say some key vocabulary related to the weather and holidays in Spanish.
- Children can say some key vocabulary related to transport in Spanish.

<p align="center"><b>Key Vocabulary Spanish Translation</b></p>	<p align="center"><b>Key Vocabulary English Translation</b></p>
<p>La amapola La rosa El cactus el girasol Mira como crecen. Riega las semillas. Hace frío Hace calor El avión el bote El auto</p>	<p>poppy rose Cactus Sunflower Watch how they grow. Water the seeds. It's cold It's hot Plane Boat Car</p>
<p>Session 1: <b>Listen and understand a simple story about growing a plant from seeds</b></p> <p>Look at common flowers grown in the country. What colours can you see? Encourage the children to imagine picking each of the types of flowers and smelling them and making an imaginary bouquet of the flowers in their hands.</p>	
<p>Session 2: <b>Listen and respond to commands</b></p> <p>Listen to the plant pot song. Can the children remember the different steps to grow a plant? Listen to the plant pot story and joined in with the actions. Practise the actions and commands. Cut out the sequence of the pictures that tell the story of how you plant a seed and grow a flower.</p>	
<p>Session 3: <b>Practise performing a simple sequence of activities</b></p> <p>Listen to the plant pot song and joined in Practice each command – can you remember the actions. Give out flashcards to volunteers to come to the front to perform the actions for their flashcards. Repeat with different children Hand out small picture cards of the story to table and ask children to practice performing as a group.</p>	
<p>Session 4: <b>Listen, understand and join in a rhyme about the sunshine</b></p> <p>What do we need for plant to grow: Sun and water. Le soleil et l'eau. Practice some actions: frappe des mains, tape des pieds, dit bonjour Listen and repeat the 3 actions: Frappe des mains Tape des pieds Dit bonjour Fais les 3 'Jacques a dit' game. Follow the dots to complete letters in the target word for "the sunshine".</p>	
<p>Session 5: <b>Practise performing the sunshine rhyme</b></p> <p>Sing the song: Si tu aimes le soleil. Use the Summer sunshine ppt lesson slide one and practise the numbers 0-10. Can the children remember the numbers and say them out loud. Perform your own sunshine action rhymes.</p>	

Session 6:

**Create your own action rhyme**

Summer sunshine rhyme: colours and numbers Summer sunshine mime game Colour in and add numbers to the rays of the sunshine – can you perform your sunshine action rhyme

Session 7:

**Say 'beach' and 'mountain' in Spanish**

Learn the words with Irene and play a game with señor Simón. Can you colour a picture of “playa” o “montaña”?

Session 8:

**Say "it's hot" and "it's cold" in Spanish**

Learn two weather phrases with señor Simón. Children classify the clothes in cold weather and hot weather clothes.

Session 9:

**Say 'plane' and 'boat' in Spanish**

Learn the words for two means of transport with Irene. Play a game with señor Simón. Can you make a plane or boat out of playdough?

Session 10:

**Say 'bike' and 'car' in Spanish**

Learn the words for two means of transport with Irene. Play a game with señor Simón. Can you make a car or bike out of playdough?

Session 11:

**Identify colours and numbers in Spanish**

Recap colours and numbers in Spanish with Irene and señor Simón. Teacher led game. Play corners in the hall, choose 4 colours at a time. Ask children to go to a colour or number and call out one at a time.

**Subject: MFL**

**Year: KS1 Year B**

**Term: Summer**

**TOPIC: Adjectives (Animals), Food (Fruit & Vegetables).**

**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 term MTP session breakdowns)*

- Children can say some adjectives in Spanish (colours).
- Children can say some pet names in Spanish.
- Children can use some vocabulary related to food (Gingerbread man).

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

- Children can name some animals in Spanish.
- Children use colours to describe animals.
- Children can talk about habitats for an animal in Spanish.
- Children can identify and name some fruits and vegetables in Spanish.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
El Perro	Dog
El Gato	Cat
El Conejo	Rabbit

El Pez	Fish
Azul	Blue
Blanco	White
Rojo	Red
Verde	Green
Naranja	Orange
En el cielo	In the sky
En la tierra	On earth
En el agua	In the sea
La fresa	Strawberry
El tomate	Tomato
La manzana	Apple

Session 1:

**Children can recap 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 2:

**Children animal nouns in Spanish**

Children recap some Spanish pet nouns (dog, cat, rabbit, fish) .Play ‘Meet the Puppies’ game and make pet headbands. Children play corners using animals nouns in the hall.

Session 3:

**Children describe animals by using adjectives (colours)**

Children use their knowledge of colours and animals to describe an animal – The fish is blue - el pez es azul.

Session 3:

**Children can identify and name different habitats**

Introduce habitats – pause and discuss what is a habitat. Let’s learn three habitats in Spanish / Emilie. Habitats Quiz Habitats cut and glue.

Session 4:

**Children listen and join in with a story about habitats in Spanish**

Revisit animals and their habitats. Children to practise matching animals with their habitats – e.g. pez – fish, en el agua – in the sea.



Session 5:

**Identify and name fruits and vegetables**

Click and learn 5 fruits and vegetables with Irene. Help the Farmer game.

Session 6:

**Talk about children's favourite fruits and vegetables**

Children learn to name their favourite fruit or vegetable out of the ones you have learnt this half-term. Children create a healthy eating poster using their own drawings and labelling some key words in Spanish.