

Subject: MFL

Year: LKS2 Year A

Term: Autumn

TOPIC: My School (Classroom Instructions), Myself, My Family (Members and Face)

NC/PoS:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing

Reading:

A focus on sound spelling runs throughout the language teaching

- Can recognise and read out a few familiar words and phrases
- Begin to identify nouns and word families / plural and singular identification
- Can read aloud familiar words and phrases
Can understand simple written phrases ☑ Can match sounds to familiar written words

Listening:

A focus on sound spelling runs throughout the language teaching

- Can answer simple questions and give basic information.
- Can pronounce familiar words and some new words accurately
- Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases
- Can listen to and join in with rhymes, songs and stories
- Can replicate sound patterns of Spanish
- Can identify key familiar information in spoken text
- Can follow a simple story in Spanish
- Can follow simple classroom instructions in Spanish

Writing:

A focus on sound spelling runs throughout the language teaching

- Can write or copy a few simple words or symbols as an emergent writer of the target language
- Can make a good attempt to write phrases from memory
- Can make a good attempt to adapt a familiar sentence, to express own opinion or give new information in a familiar context
- Can spell some familiar written words accurately and write simple sentences with limited mistakes so that the message is understood

Speaking:

A focus on sound spelling runs throughout the language teaching

- Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker
- Engage in conversations; ask and answer questions; express opinions and respond to those of others;
- Attempts to speak in sentences, using familiar vocabulary, phrases and basic language structures
- Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Can accurately pronounce familiar words, phrases and sentences
- Can ask and answer familiar questions about personal information

Grammar:

- Can identify nouns in a Spanish phrase or sentence
- Can identify determiners –a definite or indefinite article preceding a nouns
- Can identify masculine nouns and feminine nouns
- Can identify plural nouns
- Can change a definite to an indefinite article preceding a noun
- Can identify adjectives in a phrase or sentence
- Can place an adjective after a noun in a Spanish
- Aware that adjectives spelling can change to match a masculine/ feminine / singular or plural noun
- Able to use 1st person singular of some commonly used verbs accurately (e.g. me llamo/vivo/tengo)
- Use of intonation with questions and able to raise intonation of voice at the end of a question

Prior Learning

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

EYFS:

- Can respond physically to some classroom instructions.
- Can join with 'Finger Family' song.

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

- Can listen, recall and respond to classroom instructions in Spanish.
- Can say some family nouns in Spanish.
- Can write in first person singular about family members in Spanish.
- Can recall some parts of the face in Spanish.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
¡ Escuchad!	Listen
¡ Repetid!	Repeat
¡ Miradme!	Look
¡ Levantaos!	Stand up
¡ Sentaos!	Sit down
¡ mostradme!	Show me
Mamá	Mum
papá	dad
hermano	brother
hermana	sister
bebé	baby
abuela	Gran
abuelo	Grandad
La cabeza	Head
La nariz	Nose
Las orejas	Ears
La ojos	Eyes
Ya boca	Mouth
El pelo	Hair

Session 1:

Responding to Classroom Instructions

Using words such as: Encuentrame. Ensename. Escucha. Repetir. Canta Conmigo. Cuenta conmigo. Juguemos un juego (Find me. Show me. Listen. Repeat. Sing with me. Count with me. Let's play a game.)

Session 2:

Saying nouns of some family members.

Eg. Mamá, papá, hermano, hermana, bebé, perro, abuela, abuelo (Mum, Dad brother, sister, baby dog. Grand Grandad.)

Session 3:

Write an introduction of a family member.

Eg. hola soy papa. hola soy mama. hola soy hermano. hola soy hermana. hola soy bebe. hola soy abuela. hola soy el abuelo. Hola soy perro. (Hi, I'm dad. Hi, I'm mum. Hi i'm brother. Hi, I'm sister. Hi, I'm baby. Hi I'm gran. Hi, I'm Grandad. Hi, I'm dog.)

Session 4:

Understanding and say some parts of the face.

Eg. la cabeza (head) la nariz (nose), las orejas (ears), la ojos (eyes), ya boca (mouth), el pelo (hair).

Session 5:

Understanding some simple sentences to describe a person.

Eg. una persona tiene (a person has), pelo negro (black hair), ojos verdes (green eyes), dos orejas (two eyes), uno nariz (one nose) et uno boca (one mouth).

Session 6:

Write a simple sentence to describe a person.

e.g Tengo-Un/una- ojo/pelo, boca/nariz/oreja- azul, rosa, verda, amarillo, morado, rojo
I've got- article- eyes/hair/mouth/nose/ears- blue/pink/green/yellow/purple/red

Session 7:

Learning how Christmas is celebrated in Spain

Such as: ¡Feliz Navidad! (Happy Christmas), 31st December is known as Nochevieja (The Old Night) It is a Spanish Tradition to eat 12 grapes with each 12 strikes of the chimes to bring good luck for the new year) 5th January is known as Noche de Reyes (The Night of the Kings)- There are parades all around Spain and the 3 wise Men deliver presents to the children
6th January- Dia de Reyes (Kings Day), similar to our Christmas day.

Subject: MFL

Year: LKS2 Year A

Term: Spring

TOPIC: Places (In My Town, Doctors), Calendar (Days and months, Easter Traditions)

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- Able to use 1st person singular of some commonly used verbs accurately (e.g. me llamo/vivo/tengo)
- Use of intonation with questions and able to raise intonation of voice at the end of a question

Prior Learning

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

EYFS -

- Can listen and respond physically to days of the week.
- Attempt to say a day/sequence of days of the week in Spanish.
- Listen and respond physically from 1-10.
- Attempt to say a number/sequence of numbers in Spanish.

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

- Can recall key places in the town in Spanish.
- Can say, read and write simple directions around a town in Spanish.
- Can say how they feel when unwell in Spanish.
- Can understand, say and write some days of the year and months of the year in Spanish.

<ul style="list-style-type: none"> Identify similarities and differences between how Easter is celebrated in the UK and in Spain. 	
Key Vocabulary Spanish Translation	Key Vocabulary English Translation
¿Qué hay en la ciudad?- (city)? La ciudad hay ... El parque El zoo El museo El centro comercial La estación de tren La piscina	What's in the town In the city there is/ there are The park The zoo The museum The shopping centre The station Swimming Pool
¿Qué te pasa? No me siento bien Me duele la muela Me duele la cabeza Me he cortado la rodilla Me duele el oído Me duele la tripa	What's wrong? I don't feel well My tooth hurts I have a headache I have cut my knee I have earache I have tummy ache
mes del año días de la semana	Months of the year Days of the week
La cesta Los conejos Los huevos Las flores	The basket The rabbits The eggs The flowers
Session 1: Saying and recognising places in town. Eg. ¿Qué hay en la ciudad? (What's in the town (city)?) En la ciudad hay(In the city there is/ there are) Bienvenidos (welcome) El parque (the park) El zoo (the zoo) El museo (the museum) El centro comercial (the shopping centre) La galería de arte (the art gallery) La estación de tren (the station).	
Session 2: Asking 'where is..?' in Spanish and classify nouns (masculine and feminine)	

Eg. Aquí está la cafetería. Aquí está la carnicería. Aquí está el cine. Aquí está el colegio. Aquí está la farmacia. Aquí está la panadería. (Here is the cafeteria. Here is the butcher shop. Here is the cinema. Here is the school. Here is the pharmacy. Here is the bakery.)

Session 3:

Identifying and naming shops in Spanish

e.g A la librería (to the library), A la papelería (to the stationary shop), A la floristería (to the florist), A la juguetería (to the toy shop), A la zapatería (to the shoe shop), A la perfumería (to the perfumery)

Session 4:

Asking and answering feelings in Spanish.

Such as: ¿Cómo estás? (How are you?)

estoy bien (I am good)

estoy bien (I am fine)

no estoy bien (I am not good)

¿Y usted? (And you?)

¿Como te llaman? (What are you called?)

me llamo (I am called...)

Session 5:

Remembering parts of the body and explain why I don't feel well or what hurts.

Eg. No me siento bien (I don't feel well), Me duele la muela (My tooth hurts), Me duele la cabeza (I have a headache) etc.

Session 6:

Taking part in a role play dialogue at the doctor's surgery.

Eg. ¡No me siento bien! ¿Qué te pasa? ¡me duele la muela! ¡No me siento bien! ¿Qué te pasa? ¡Me duele la cabeza! ¡No me siento bien! ¿Qué te pasa? ¡Me he cortado la rodilla! (I do not feel well! What's wrong? My tooth hurts! I do not feel well! What's wrong? I have a headache! I do not feel well! What's wrong? I've cut my knee!)

Session 7:

Say and write some numbers between 1-31.

Such as: 1-31 (uno dos tres...)

Session 8:

Reading and writing dates in Spanish

Such as: Lunes uno de enero, Sabado cuatro de agosto (Monday January 1st, Saturday August 4th)

Session 9:

Understanding and using Easter Vocabulary

Such as: La cesta, Los conejos, Los huevos, Las flores (The basket, The rabbits, The eggs, The flowers)

Subject: MFL

Year: LKS2 Year A

Term: Summer

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

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- Able to use 1st person singular of some commonly used verbs accurately (e.g. me llamo/vivo/tengo)
- Use of intonation with questions and able to raise intonation of voice at the end of a question

Prior Learning

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

EYFS:

- Can listen, respond physically and attempt to say please and thank you in Spanish.
- Listen and respond physically and attempt to say colours in Spanish.

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

- Can ask politely for fruit and vegetables in Spanish.
- Can write, with support, a simple sentence in first person singular in Spanish.
- Can write a simple sentence to describe a jungle animal in Spanish.
- Can understand adjectives to describe jungle animals in Spanish.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
me gustaría por favor Gracias una manzana Un plátano Un tomate Una zanahoria Una naranja una pera Un melón Un pepino Uvas	I would like Please Thank you Apple Banana Tomato Carrot Orange Pear Melon Cucumber Grapes
La selva La jirafa La serpiente El loro El mono El tigre El elefante	The jungle The giraffe The snake The parrot The monkey The tiger The elephant

Session 1:

To understand and say some fruit and/or vegetables in Spanish.

For example: una manzana (an apple), Un plátano (a banana), Un melocotón (a peach), Un tomate (a tomato) Una zanahoria (a carrot), Una naranja (an orange), una pera (a pear), Un melón (a melon), Un pepino (a cucumber), Una sandía (water melon) Uvas (grapes)

Session 2:

To count fruits and vegetables in Spanish

Such as dos manzanas verdes, cuatro naranjas, un pepino, seis peras (two green apples, four oranges, one cucumber, six pears)

Session 3:

To ask politely for an item.

Eg. Quisiera una manzana. (I would like an apple) Quisiera una naranja, gracias (I would like an orange, thank you.)

Session 4:

To enjoy and listen to a simple story read in Spanish.

Eg. El Gigante Hambriento (The Hungry Giant Story) Érase una vez un gigante dormido. ¡Tengo hambre! ¡Muy hambriento! ¡El gigante tiene hambre! ¡Muy hambriento! ¡Quiero mi descanso rápido! ¿Dónde están mis frutas y verduras? Etc..... (Once upon a time there was a sleeping giant. I'm hungry! Very hungry! The giant is hungry! Very hungry! I want my break fast! Where are my fruits and vegetables?) Find rest of story here-

https://view.officeapps.live.com/op/view.aspx?src=https://pln.myvle.co.uk/files/sc3490/websites/linspace_48/resources/f2e25722cfe345de576f2ec2edd3f177.pptx%3frd=1&rd2=2

Session 5:

Remembering fruits and vegetable nouns and playing a board game

For example: Matching fruits and vegetables to the correct Spanish spelling. Participating in the Fruit and Vegetable Spanish Audio game. Understanding: manzana roja y verde (red and green apple).

Session 6:

Writing a simple sentence

Such as: Quisiera una pera y dos manzanas por favor. (I would like a pear and two apples please.)

Session 7:

To listen to a story, read in Spanish, and join in with familiar language.

Eg. Vamos de picnic. ¡Vamos de picnic! Vamos. A través del campo. Cruzando el río azul. Subiendo la montaña marrón. Bajando la playa multicolor. (Let's go on a picnic. Let's go on a picnic! Come on, let's go. Through the field. Crossing the blue river. Climbing the brown mountain. Going down the multicolored beach.) etc.

Session3:

Writing phrases to build a picnic story

Such as: A la montaña azul. A el campo verde. (To the blue mountain. To the green field.)

Session 9:

Understanding and naming jungle animals in Spanish.

Eg. La jirafa- the giraffe La serpiente- the snake El loro - the parrot El mono - the monkey El tigre- the tiger El elefante - the elephant.

Session 10:

Understanding a simple story and understanding adjectives to describe jungle animals.

La selva	The jungle
Andando por la selva	Walking through the jungle
¿Qué puedes ver?	What can you see?
Escucha y mira	Listen and look
Alta y naranja	Tall and orange
Una jirafa es	It's a giraffe
Larga y verde	Long and green
Una serpiente es	It's a snake
Colorido y pequeño	Colourful and small
Un loro es	It's a parrot
Travieso y marrón	Naughty and brown
Un mono es	It's a monkey
Naranja y terrible	Orange and scary
Un tigre es	It's a tiger
Grande y gris	Big and grey
Un elefante es	It's an elephant

Session 11:

Writing a sentence using a noun, a verb and adjectives to describe animals.

Eg. ¿Qué puedes ver? = What can you see? una jirafa/una serpiente/un loro/un mono/un tigre/un elefante es largo/a alto/a pequeño/a terrible travieso/a verde naranja colorido marrón grande rápido/a. (a giraffe/a snake/a parrot/a monkey/a tiger/an elephant is.... long tall small terrible naughty green orange colorful brown big fast.)

Session 12:

Create and write a jungle explorer story

Eg. Andando por la selva, ¿qué puedes ver ? (Walking through the jungle, what can you see?) Escucha y mira Alta y naranja. ¡Es una jirafa! (Tall and orange. It's a giraffe!) Multicolor y pequeño. ¡Es un loro! (Multi-colored and small. It's a parrot!) Rápido y marrón. ¡Es un mono! (Fast and brown. It's a monkey!) Naranja y terrible. ¡Es un tigre! (Orange and terrible. It's a tiger!) Grande y gris. ¡Es un elefante! Big and grey. It's an elephant!

