

**Subject: MFL**

**Year: LKS2 Year B**

**Term: Autumn**

**TOPIC: My School (Rooms and Classroom Items), Myself, My Family (Members and Body Parts)**

**NC/PoS:**

**Reading:**

*A focus on sound spelling runs throughout the language teaching*

- Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)
- Recognises conjunctions to create extended sentences
- Reads carefully and show understanding of words, phrases and simple writing
- Can recognise, understand and read out familiar words, phrases and sentences
- Can read aloud familiar and make a good attempt to read aloud unfamiliar words and phrases and sentences
- Can understand and gather information in extended sentences and sequences of sentences in written text
- Can identify and read aloud unfamiliar language containing familiar sounds
- Appreciates simple stories, songs, poems and rhymes in the language
- Able to broaden their vocabulary using reference tools e.g. bilingual dictionaries and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

**Listening:**

*A focus on sound spelling runs throughout the language teaching*

- Carefully answers simple questions on several topics and can express opinions
- Can understand the main points from a series of spoken sentences (including questions) may require some repetition
- Can understand and gather information in extended sentences and sequences of sentences in written text
- Can listen to and join in with rhymes, songs and stories
- Can understand the main points and simple opinions of a longer spoken sequences

**Writing:**

*A focus on sound spelling runs throughout the language teaching*

- Can write two or three short sentences as a personal response using references to materials / with support
- Attempts to use accurately nouns and adjectives
- Uses conjunctions to create extended sentences
- To write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic

**Speaking:**

*A focus on sound spelling runs throughout the language teaching*

- Can understand the main points from a series of spoken sentences (including questions) may require some repetition
  - Asks questions and answers simple questions on several topics and can express opinions
-

- Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

### Prior Learning

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

#### EYFS & KS1

- Can listen, respond and say numbers up to 10 in Spanish
- Can attempt to say a number or sequence of numbers in Spanish
- Can join in with 'Finger Family' song

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

- Can say and write the name of rooms in school in Spanish
- Can say and write nouns for some classroom objects in Spanish
- Can complete the sentence "Hay (there is/there are) with classroom object nouns.
- Can understand and respond to body part nouns in Spanish
- Can write a description of a person using nouns, numbers and colours in Spanish

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Este es un colegio en Espana	This is a school in Spain
los baños	the bathrooms
el salon	the hall
la oficina	the office
la clase de computación	the computer class
la sala de profesores	the teachers' room
receso	playground
la clase	the class
Mesa	Table
silla,	Chair
Regla	Ruler
Lapiz	Pencil
Boligrafo	Pen
Tijeras	Scissors
Libro	book
El pie, pies	The foot, feet
El brazo, brazos	The arm, arms
La mano, manos	The hand, hands

La Cabeza	The head
La rodilla, rodillas	The knee, knees
Mueve	Move
Toca	Touch
Baila	Dance
Tiene	Have

Session 1:

**Saying and writing the names of rooms in my school**

Eg. Este es un colegio en Espanol, los baños, el salon, la oficina, la clase de computación, la sala de profesores, receso, la clase (This is a school in Spain, the bathrooms, the hall, the office, the computer class, the teachers' room, playground, the class).

Session 2:

**Saying and writing nouns for classroom items**

Eg. Mochila, mesa, silla, regla, pegamento, lapiz, boligrafo, tijeras, lapices de colores, goma, sacapuntas, libro (Backpack, table, chair, ruler, glue, pencil, pen, scissors, colored pencils, eraser, sharpener, book).

Session 3:

**Say nouns for parts of the body and face**

Eg. El pie, El brazo, La mano , La cabeza, La rodilla (the foot, the arm, the hand, the head, the knee).

Session 4:

**Understand and respond to face and body parts nouns**

Eg. El pie, El brazo, La mano , La cabeza, La rodilla (the foot, the arm, the hand, the head, the knee).

Session 5:

**Understanding and responding to face and body parts nouns and commands**

Eg. Mueve el pie (Move your knees), Toca las piernas (Touch your legs) Baila el braza (dance with your arms).

Session 6:

**Identify singular and plural parts of the face and body**

Eg. Brazo- brazos, pie-pies, mano, manos, ojo-ojos (arm-arms, foot-feet, hand- hands, eye-eyes)

Session 7:

**Describing people using nouns, numbers and colour I have learnt**

Eg. Tiene dos ojos azules. Ella tiene el cabello rojo. Tiene dos piernas. Ella tiene dos orejas rojas.  
(He has two blue eyes. She has red hair. He has two legs. She has two red ears.)

Session 8:

**Write a simple description of a familiar animal or person**

Eg. Una araña tiene seis ojos y ocho piernas ( A spider has six eyes and eight legs).  
Mama tiene dos ojos azules y el cabello rojo. (Mum has two blue eyes and red hair).

**Subject: MFL**

**Year: LKS2 Year B**

**Term: Spring**

**TOPIC: Places (Where I Live), Calendar (My Age, Carnival)**

**NC/PoS:**

**Reading:**

*A focus on sound spelling runs throughout the language teaching*

- Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)
- Recognises conjunctions to create extended sentences
- Reads carefully and show understanding of words, phrases and simple writing
- Can recognise, understand and read out familiar words, phrases and sentences
- Can read aloud familiar and make a good attempt to read aloud unfamiliar words and phrases and sentences
- Can understand and gather information in extended sentences and sequences of sentences in written text
- Can identify and read aloud unfamiliar language containing familiar sounds
- Appreciates simple stories, songs, poems and rhymes in the language
- Able to broaden their vocabulary using reference tools e.g. bilingual dictionaries and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

**Listening:**

*A focus on sound spelling runs throughout the language teaching*

- Carefully answers simple questions on several topics and can express opinions
- Can understand the main points from a series of spoken sentences (including questions) may require some repetition
- Can understand and gather information in extended sentences and sequences of sentences in written text
- Can listen to and join in with rhymes, songs and stories
- Can understand the main points and simple opinions of a longer spoken sequences

**Writing:**

*A focus on sound spelling runs throughout the language teaching*

- Can write two or three short sentences as a personal response using references to materials / with support
- Attempts to use accurately nouns and adjectives
- Uses conjunctions to create extended sentences
- To write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic

**Speaking:**

*A focus on sound spelling runs throughout the language teaching*

- Can understand the main points from a series of spoken sentences (including questions) may require some repetition
- Asks questions and answers simple questions on several topics and can express opinions
- Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

**Prior Learning**

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

**EYFS & KS1**

- Can listen and respond physically to numbers 1-10
- Can join in and attempt to sing ‘Cumpleaños Feliz’
- Know there are similarities and difference between English and Spanish cultures
- Can say “What’s your name?” and “My name is...” in Spanish

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

- Can answer questions about where they live in Spanish
- Can identify differences between a Spanish town and Warrington in Spanish
- Can recall some facts about the Spanish festival of Carnival
- Can ask and answer questions about their age in Spanish
- Say and write some numbers between 1-31

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
¿Dónde vives? Vivo en... Inglaterra	Where do you live? I live in... England
¡Hoy es carnaval! ¿Cuántos años tienes? tengo cinco años	Today is carnival! How old are you? tengo cinco años (I am five years old)



**Term: Summer**

**TOPIC: Food (Ice Cream), Adjectives (The Weather)**

**NC/PoS:**

**Reading:**

*A focus on sound spelling runs throughout the language teaching*

- Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)
- Recognises conjunctions to create extended sentences
- Reads carefully and show understanding of words, phrases and simple writing
- Can recognise, understand and read out familiar words, phrases and sentences
- Can read aloud familiar and make a good attempt to read aloud unfamiliar words and phrases and sentences
- Can understand and gather information in extended sentences and sequences of sentences in written text
- Can identify and read aloud unfamiliar language containing familiar sounds
- Appreciates simple stories, songs, poems and rhymes in the language
- Able to broaden their vocabulary using reference tools e.g. bilingual dictionaries and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

**Listening:**

*A focus on sound spelling runs throughout the language teaching*

- Carefully answers simple questions on several topics and can express opinions
- Can understand the main points from a series of spoken sentences (including questions) may require some repetition
- Can understand and gather information in extended sentences and sequences of sentences in written text
- Can listen to and join in with rhymes, songs and stories
- Can understand the main points and simple opinions of a longer spoken sequences

**Writing:**

*A focus on sound spelling runs throughout the language teaching*

- Can write two or three short sentences as a personal response using references to materials / with support
- Attempts to use accurately nouns and adjectives
- Uses conjunctions to create extended sentences
- To write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic

**Speaking:**

*A focus on sound spelling runs throughout the language teaching*

- Can understand the main points from a series of spoken sentences (including questions) may require some repetition
- Asks questions and answers simple questions on several topics and can express opinions
- Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

**Prior Learning**

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

**EYFS & KS1**

- Know similarities and differences of weather in different countries.
- Can describe the weather by using some key words in Spanish.

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

- Can say different types of weather phrases in Spanish
- Can name the seasons in Spanish
- Can write a simple sentence to describe the weather in Spanish
- Can say ice cream flavours and spot sounds in the flavours in Spanish
- Can say an ice cream order in Spanish

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Un helado Limón Fresa Vainilla	An ice-cream Lemon Strawberry vanilla
¿Qué tiempo hace? Hace sol – Hace viento Hay niebla Hace calor Hace frío Está nevando Está lloviendo Primavera el verano Invierno  otoño	What’s the weather like? It's sunny It's windy It's foggy It's hot It's cold It's snowy It's raining Spring Summer Winter Autumn

Session 1:

**Saying and remembering different flavours of ice cream**

Eg. Un helado de chocolate- a chocolate ice cream. Un helado de limón - a lemon ice cream. Un helado de fresa - a strawberry ice cream. Un helado de frambuesa - a raspberry ice cream. Un helado de menta - a mint ice cream. Un helado de vainilla - a vanilla ice cream.



Session 2:

**Identifying sounds in ice cream flavours**

Eg. "vai" "nilla" "buesa" "helado"

Session 3:

**Asking for my own perfect ice cream**

Eg. Me gustaría – I would like Un helado- an ice cream Un helado de chocolate- a chocolate ice cream Un helado de limón - a lemon ice cream Un helado de fresa - a strawberry ice cream Un helado de frambuesa - a raspberry ice cream Un helado de menta - a mint ice cream Un helado de vainilla - a vanilla ice cream Por favor- please

Session 4:

**Saying different types of weather**

Eg. Sol, lluvia, viento y nieve. (Sun, rain, wind and snow)

Session 5:

**Describe the weather in different seasons**

Eg. En primavera hace sol (In Spring it's sunny). En winter está nevando y Hace frío (In Winter it's snowing and cold).

Session 6:

**Use simple phrases to give a weather forecast**

Eg. En Mallorca hace sol y esta nublado (In Mallorca, it's sunny and foggy). En A Cornua hace frior y esta loviendo (In A Cornua it's cold and it's raining).