

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

<ul style="list-style-type: none"> • 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 	
<p>Prior Learning</p> <p><i>(Examples of the below can be found in previous term MTP session breakdowns)</i></p> <p>EYFS</p> <ul style="list-style-type: none"> • 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 <p>KS1</p>	
<p>Long-term Learning (what pupils MUST know and remember) end goals</p> <ul style="list-style-type: none"> • 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 / 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 	
<p>Key Vocabulary Spanish Translation</p>	<p>Key Vocabulary English Translation</p>
<p>Este es un colegio en Espana los baños el salon la oficina la clase de computación la sala de profesores receso la clase</p> <p>Mesa silla, Regla Lapiz Boligrafo Tijeras Libro</p>	<p>This is a school in Spain the bathrooms the hall the office the computer class the teachers' room playground the class</p> <p>Table Chair Ruler Pencil Pen Scissors book</p>

<p>El pie, pies El brazo, brazos La mano, manos La Cabeza La rodilla, rodillas Mueve Toca Baila Tiene</p>	<p>The foot, feet The arm, arms The hand, hands The head The knee, knees Move Touch Dance Have</p>
<p>Session 1: Saying and writing the names of rooms in my school.</p> <p>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).</p>	
<p>Session 2: Saying and writing nouns for classroom items.</p> <p>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).</p>	
<p>Session 3: Say nouns for parts of the body and face.</p> <p>Eg. El pie, El brazo, La mano , La cabeza, La rodilla (the foot, the arm, the hand, the head, the knee).</p>	
<p>Session 4: Understand and respond to face and body parts nouns</p> <p>Eg. El pie, El brazo, La mano , La cabeza, La rodilla (the foot, the arm, the hand, the head, the knee).</p>	
<p>Session 5: Understanding and responding to face and body parts nouns and commands.</p> <p>Eg. Mueve el pie (Move your knees), Toca las piernas (Touch your legs) Baila el braza (dance with your arms).</p>	
<p>Session 6: Identify singular and plural parts of the face and body</p> <p>Eg. Brazo- brazos, pie-pies, mano, manos, ojo-ojos (arm-arms, foot-feet, hand- hands, eye-eyes)</p>	

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

<ul style="list-style-type: none"> • Can understand the main points and simple opinions of a longer spoken sequences <p>Writing: <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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 <p>Speaking: <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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

<p>Prior Learning</p> <p><i>(Examples of the below can be found in previous term MTP session breakdowns)</i></p> <p>EYFS-</p> <ul style="list-style-type: none"> • Can listen and respond physically to numbers 1-10 • Can join in and attempt to sing ‘Cumpleanos Feliz’ • Know there are similarities and difference between English and Spanish cultures
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<p>Long-term Learning (what pupils MUST know and remember) end goals</p> <ul style="list-style-type: none"> • 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
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Key Vocabulary Spanish Translation	Key Vocabulary English Translation
¿Donde 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)

<p>Session 1:</p> <p>To say where I live in Spanish.</p> <p>Eg. ¿Donde vives? Vivo en Warrington, Inglaterra.(Where do you live? I live in Warrington, England.).</p>	
<p>Session 2:</p> <p>Asking “Where do you live?” and understanding the answers.</p> <p>Such as: ¿Donde vives? Vivo en Granada ¿Donde vives? Vivo en Barcelona, ¿Donde vives? Vivo en Salamanca (Where do you live? I live in Granada. Where do you live? I live in Barcelona, where do you live? I live in Salamanca)</p>	
<p>Session 3:</p> <p>To know some facts about the Carnival celebration in Spain.</p> <p>Such as: The word ‘Carnival’ coming from the Italian word ‘carne vale’ meaning ‘good bye to the flesh’ so this is related to Mardi Gras (Fat Tuesday/Shrove Tuesday) which has the same religious origin meaning. Children look at similarities and differences between English Shrove Tuesday (Pancakes) and Spanish Mardi Gras.</p>	
<p>Session 4:</p> <p>Say and write some numbers between 1-31.</p> <p>Such as: 1,2,3.... (uno dos tres...)</p>	
<p>Session 5:</p> <p>To ask and answer my age in Spanish.</p> <p>Such as: ¿Cuántos años tienes? (How old are you?) tengo cinco años (I am five years old) tengo siete años (I am seven years old). Tengo ocho años (I am eight years old).</p>	
<p>Session 6:</p> <p>Taking part in simple dialogue about myself</p> <p>Such as: Me llamo..., estoy..... , tengo x anos, mi animals favorito es....., mi color favorito es.... (My name is..., I am....., I am x years old, My favorite animals is....., My favorite color is....)</p>	

Subject: MFL

Year: LKS2 Year B

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

<ul style="list-style-type: none"> Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	
<p>Prior Learning</p> <p><i>(Examples of the below can be found in previous term MTP session breakdowns)</i></p> <p>EYFS-</p> <ul style="list-style-type: none"> Know similarities and differences of weather in different countries 	
<p>Long-term Learning (what pupils MUST know and remember) end goals</p> <ul style="list-style-type: none"> 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 	
<p>Key Vocabulary Spanish Translation</p>	<p>Key Vocabulary English Translation</p>
<p>Un helado Limón Fresa Vainilla</p> <p>¿Qué tiempo hace? Hace sol – Hace viento Hay niebla Hace calor Hace frío Está nevando Está lloviendo Primavera el verano Invierno</p> <p>otoño</p>	<p>An ice-cream Lemon Strawberry vanilla</p> <p>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</p>
<p>Session 1</p> <p>Saying and remembering different flavours of ice cream.</p>	

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).

Subject: MFL

Year: LKS2 Year B

Term: Spring 2

TOPIC: Face 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
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Listening:

A focus on sound spelling runs throughout the language teaching

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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)

- Children know some important facts about Epiphany in Spain
- Children can say some family nouns in Spanish
- Children can write personal information sentences in 1st person singular about a family member in Spanish

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

- Children can understand and respond to body part nouns and commands in Spanish
- Children can describe an person using nouns, numbers and colours in Spanish
- Children can identify singular and plural body parts in Spanish
- Children can write some body parts in Spanish
- Children can write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective

Key Vocabulary	Key Vocabulary
Spanish Translation	English Translation
El pie, pies El brazo, brazos La mano, manos La Cabeza La rodilla, rodillas Mueve Toca Baila Tiene	The foot, feet The arm, arms The hand, hands The head The knee, knees Move Touch Dance Have

Session 1:

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 2:

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 3:

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 4:

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 5:

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 6:

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: Summer 1

TOPIC: Not feeling well/Jungle Animals

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)

- Children can understand and say aloud some animal nouns in Spanish
- Children can understand and join in with a song about the jungle 'Que ves?'
- Children can understand and respond to body part nouns and commands in Spanish
- Children can describe a person using nouns, numbers and colours in Spanish
- Children can write some body parts in Spanish
- Children can write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective

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

- Children can understand and remember some jungle animal nouns in Spanish
- Children can understand adjectives to describe jungle animals in Spanish
- Children can write a simple sentence or sequence of sentences to describe a jungle animal in Spanish
- Children can understand and write simple phrases and sentences in Spanish
- Children can write a sequence of simple descriptive sentences, using verb, noun and adjective

**Key Vocabulary
Spanish Translation**

¿Qué te pasa?
No me siento bien
Me duele la muela
Me duele la cabeza

**Key Vocabulary
English Translation**

What's wrong?
I don't feel well
My tooth hurts
I have a headache

Me he cortado la rodilla	I have cut my knee
Me duele el oído	I have earache
Me duele la tripa	I have tummy ache
La selva	The jungle
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 1:

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 2:

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 3:

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 4:

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 5:

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 6:

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!

Subject: MFL

Year: LKS2 Year B

Term: Summer 2

TOPIC: The weather/ice-creams

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)

- Children can understand and remember some jungle animal nouns in Spanish
- Children can understand adjectives to describe jungle animals in Spanish
- Children can write a simple sentence or sequence of sentences to describe a jungle animal in Spanish
- Children can understand and write simple phrases and sentences in Spanish
- Children can write a sequence of simple descriptive sentences, using verb, noun and adjective

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

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

<p align="center">Key Vocabulary Spanish Translation</p>	<p align="center">Key Vocabulary English Translation</p>
<p>¿Qué tiempo hace? Hace sol – Hace viento Hay niebla Hace calor Hace frío Está nevando Está lloviendo Primavera el verano Invierno otoño</p>	<p>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</p>
<p>Session 1: Saying different types of weather. Eg. Sol, lluvia, viento y nieve. (Sun, rain, wind and snow)</p>	
<p>Session 2: 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).</p>	
<p>Session 3: 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 lloviendo (In A Cornua it's cold and it's raining).</p>	
<p>Session 4: 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.</p>	
<p>Session 5: Identifying sounds in ice cream flavours. Eg. “vai” ”nilla” “buesa” “helado”</p>	

Session 6:

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