

Subject: MFL

Year: UKS2 Year A

Term: Autumn

TOPIC: My Self, My Family, My School (Subjects & Clothes).

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 terms MTP session breakdowns)

LKS2:

- 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 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 write a description of a person using nouns, numbers and colours in Spanish

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

- Can have a conversation with a friend involving what their name is, how they are feeling, how old they are and where they live.
- Can say a third person singular sentence with details about someone else.
- Can say an extended opinion of a school subject including a reason for liking/disliking a subject.
- Can say, read and write a simple description of an item of clothing.
- Can understand the plural words for ‘the’ and ‘some’.
- Can use the correct grammar for writing adjectives as colours – singular, plural, masculine, feminine.

<p align="center">Key Vocabulary Spanish Translation</p>	<p align="center">Key Vocabulary English Translation</p>
<p>¿Prefieres...? – Prefiero... Porque... Estoy Tengo</p> <p>Espanol Musica Historia Matematicas Ingles Plástica Ciencia</p> <p>¿Qué llevas? Llevo ... Grande Pequeño Bonita Viejo Me disfrazo de...</p>	<p>Do you prefer... I prefer ... Because... I'm I've got</p> <p>Spanish Music History Maths English Art Science</p> <p>What are you wearing? I am wearing/ I wear..... Big Small Pretty Old I dress up as a ...</p>
<p>Session 1: Focussing on introduce myself with simple sentences</p> <p>Simple sentences such as: Me Llamo Becky y tengo nueve anos. (My name is Becky and I am nine years old) and/or including words such as: feliz (happy), triste (sad), confundido/confundid (confused), fenomenal (feeling great).</p>	
<p>Session 2: Introducing myself (focusing on Estoy and Tengo)</p> <p>Such as: Estoy feliz, Estoy triste, Estoy confundido, Tengo hambre, Tengo sed (I'm happy, I'm sad, I'm confused, I'm hungry, I'm thirsty)</p>	
<p>Session 3: Explaining in more detail about how I am feeling</p>	

Such as: Me Llamo Becky y estoy feliz. (My name is Becky and I am happy.) Tengo hambre y tengo sed (I am hungry and I am thirsty). Me llamo Sam y tengo calor (My name is Sam and I am hot). Me llamo Pete y tengo frio (My name is Pete and I am cold).

Session 4:

Having a conversation with a friend

Such as: ¿Donde vives? Vivo en. ¿Cuántos años tienes? ¿Cuál es tu nombre? Mi nombre es.... ¿Tengo... años? (Where do you live? I live in..... How old are you? What's your name? My name is.... Am I... years old?)

Session 5:

Naming some school subjects in Spanish

Such as: Español (Spanish), Musica (Music), Historia (History), Matematicas (Mathematics), Ingles (English), Plástica (Art), Ciencia (Science)

Session 6:

Giving my opinion about school subjects

Such as: Me gusta musica porque es interesante. (I like music because it is interesting.)

Session 7:

Naming nouns for clothing

Such as: Los pantalones -trousers Los vaqueros- jeans Los pantalones cortos-shorts El jersey-jumper La camiseta - tshirt El abrigo - coat El sombrero – hat La sudadera- sweatshirt El vestido - dress La falda- skirt La camisa- blouse La corbata- tie Los calcetines- socks Los zapatos- shoes

Session 8:

Identifying parts of the verb 'llevar' (to wear) and talking about what people are wearing

E.g. llevo, llevas, lleva, llevamos, llevais, llevan (I wear, you wear, he/she wears, we wear, you all wear, they wear)

Session 9:

Describing clothes using adjectives of colour

Such as: LLeva un banador rojo (He wears a red swimsuit) . Viste camisa, corbata roja y pantalón (He wears a shirt, a red tie and pants). Lleva dos zapatos rojos (He wears two red shoes.) Lleva un sombrero y dos chanclas. (He wears a hat and two flip flops).

Session 10:

Describing clothes using more adjectives

Such as: Llevo un jersey grande. Ella lleva una camisa bonita. Él lleva un pantalón viejo. Llevas una camiseta pequeña. (I'm wearing a big sweater. She wears a nice shirt. He wears old pants. You're wearing a small t-shirt.)

Session 11:

Understanding a description of fancy dress outfits

Such as: ¡Hola! Me llamo Tomás. Soy un pirate y tengo nueve años. Estoy bien porque estoy feliz. Llevo un sombrero negro, un pantalón corto azul y una camiseta de rayas roja y blanca. Llevo un parche en el ojo, unas botas negras y un cinturón negro con detalles en oro. ¡Me encantan los tesoros (Hello, my name is Thomas. I am a pirate and I am 9 years old. I am feeling good because I am happy! I wear a black hat, blue shorts and a red and white stripy t shirt. I wear an eye patch, brown boots and a black belt with gold details. I love treasures !)

Session 12:

Write a description of an outfit

Such as: Llevo una camiseta blanca vieja y un pantalón azul bonito. Llevo unos calcetines negros y unas zapatillas azules, Llevo un pantalón negro bonito y una camiseta negra y roja. Llevo unas zapatillas blancas viejas. (I'm wearing an old white t-shirt and nice blue pants. I'm wearing black socks and blue sneakers, I'm wearing nice black pants and a black and red t-shirt. I'm wearing old white sneakers.)

Subject: MFL

Year: UKS2 Year A

Term: Spring

TOPIC: Calendar & Places (Directions & Cities in Spain, Time & Routines).

NC/PoS:

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Prior Learning

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

LKS2:

- Can answer questions about where they live in Spanish
- Can identify differences between a Spanish town and Warrington in Spanish
- Can recall key places in the town in Spanish.
- Can say, read and write simple directions around a town in Spanish.

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

- Can understand 'o'clock' phrases in Spanish
- Can talk about daily routine in Spanish
- Can answer questions about daily routine in Spanish
- Can recall some facts about a city in Spain
- Can ask and answer some simple questions about a city/town
- Can write simple descriptive sentences to describe where things are in their town.

<p align="center">Key Vocabulary Spanish Translation</p>	<p align="center">Key Vocabulary English Translation</p>
<p>¿Qué hora es? Son las nueve Me despierto Me levanto Visto ropa Me lavo los dientes Me ducho desayuno Voy a la escuela.</p>	<p>What time is it? It is 9 o'clock I wake. I get up. I wear clothes. I brush my teeth. I shower. I eat breakfast. I'm going to school.</p>
<p>Bienvenido ... Hay... Entrada a la derecha a la izquierdo Recto Para Gira ¿Cuánto es? euro</p>	<p>Welcome... There is/there are Entrance On the right On the left Straight Stop Turn How much is it? Euro (currency in Spanish)</p>

Session 1:

Remembering and using numbers up to sixty

Eg. Children complete the number activity 'Match the number thoughts from the "Number thought box" to the correct alien and write the number thoughts as numbers in ascending order in the correct thought bubble.' 1. sesenta / cincuenta y uno / cincuenta y cinco 2. veintidós / veinte / treinta / doce 3. treinta y siete / cuarente y siete / cincuenta y siete / dieciséis / diecisiete (1. sixty / fifty-one /fifty five 2. twenty two / twenty / thirty / twelve 3. thirty-seven / forty-seven /fifty-seven / sixteen / seventeen.

Session 2:

Understanding o'clock time phrases in Spanish

Eg. Children complete activity matching times in Spanish to analogue clocks such as:

Son las once (is 11 o'clock) Son las nueve (It is 9 o'clock) Son las ocho (It is 8 o'clock) Son las doce
OR Es mediodía/Es medianoche =(is 12 o'clock or it is midday/it is midnight). ¿Qué hora es?
(What time is it?)

Session 3:

Talking about my daily routine in Spanish

Eg. Me despierto. Me levanto. Visto ropa. Me lavo los dientes. Me ducho. desayuno. Voy a la escuela. (I wake. I get up. I wear clothes. I brush my teeth. I shower. breakfast. I'm going to school.)

Session 4:

Answering questions about my daily routine

Eg. ¿A qué hora te levantas? ¿a qué hora te marchas? ¿A qué hora vas al colegio? ¿A qué hora irás a casa? ¿a qué hora vas a la cama? (what time do you get up? what time do you leave? What time do you go to school? what time are you going home? what time do you go to bed?)

Session 5:

Understanding some facts about a city in Spain

Eg. Madrid is the capital city of Spain. The Royal Palace of Madrid is the official residence of the Spanish royal family. Madrid has a metro transport system.

Session 6:

Ask for a ticket

Eg. Quisiera una entrada para el zoo por favor (I'd like a ticket to the zoo, please).

Quisiera dos entradas para el estadio, por favor (I'd like two tickets to the stadium, please).

Session 7:

Asking for a and giving simple directions

Eg. ¿Dónde está el cine? (Where is the cinema?) A la derecha, a la izquierdo, recto, para, gira (On the right, on the left, straight ahead, stop, turn).

Session 8:

Saying a simple description of a town

Eg. Bienvenidos a mi ciudad. En mi ciudad hay un parque grande y verde. En mi ciudad hay una estación antigua y bonita (Welcome to my city. In my city there is a big green park. In my city there is an old and beautiful station).

Session 9:

Asking to buy items and for the price

Eg. Quisiera _____, por favor. ¿Cuánto es? (I would like _____, please. How much is it?) un euro veinte (one euro twenty)

Subject: MFL

Year: UKS2 Year A

Term: Summer

TOPIC: Food (Heathly Eating) & Performance Time (Shopping Dialogue).

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Prior Learning

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

LKS2:

- Can ask politely for fruit and vegetables in Spanish
- Say and write some numbers between 1-31
- Can understand the plural words for 'the' and 'some'.

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

- Can read, understand and write some fruit and vegetables in Spanish and use these in simple dialogues.
- Know that we often add "s" at the end of the word in Spanish to make the noun a plural word e.g. una manzana/ dos manzanas.
- Know to say 'I have' in Spanish and that we use part of the verb to have (tener) "tengo...." . To say I haven't in Spanish we add "no" before the verb "no tengo".
- Can write some fruits and vegetables
- Can participate in short sketches using familiar language
- Can understand and write a simple recipe in Spanish

<p align="center">Key Vocabulary Spanish</p>	<p align="center">Key Vocabulary English Translation</p>
<p>quisiera por favor ¿Tienes.....? ¿Cuánto es? Quiero Tengo.... No tengo... Lavate las manos Ten cuidado Pela Lava Pon en el bol Remueve Mezcla Añade Prueba la receta</p>	<p>I would like Please do you have? how much is it? I will have I have I haven't Wash your hands Be careful peel Wash put in the bowl remove Mixture Add Try the recipe</p>
<p>Session 1: Saying fruit and vegetables</p> <p>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)</p>	
<p>Session 2: Saying and writing opinions about fruits and vegetables</p> <p>For example: Me gustan la manzana, No me gustan la cebolla (I like apple, I don't like onion)</p>	
<p>Session 3: Taking part in a survey about fruits and vegetables</p> <p>For example: ¿Cuál es tu fruta favorita? ¿Cual es tu vegetal favorito? (What is your favorite fruit? What is your favorite vegetable?)</p>	
<p>Session 4: Asking for the price of fruit and vegetables</p> <p>For example: ¿Cuánto cuesta una lechuga? Cuesta 1 euro (How much is one lettuce? It costs 10 euro)</p>	
<p>Session 5: Participating in a simple shopping conversation</p>	

For example: ¿Tienes melones? No, no tengo melones. Si Tengo. (Do you have melons? No, I dont have melons. Yes, I have.)

Session 6:

Write and perform a sketch about a shopping trip

Session 7:

Read and understand a recipe

Ingredientes: 50 ml de zumo de naranja 50 ml de zumo de uva 50ml de zumo de piña Una rodaja de lima (Ingredients: 50 ml of orange juic, 50 ml of grape juice, 50ml pineapple juice, a slice of lime). 1. Utiliza una jarra medidora. 2. Mide 50 mililitros de zumo de naranja y vierte el zumo en un vaso. 3. Haz lo mismo con el zumo de uva y el zumo de piña. 4. Mezcla todos los zumos. 5. Añade una rodaja de lima. (1. Use a measuring jug.2. Measure 50 milliliters of orange juice and pour the juice in a glass. 3. Do the same with the grape juice and the juice of pineapple. 4. Mix all the juices. 5. Add a slice of lime)

Session 8:

Writing a fruit salad recipe

E.g Lavate las manos, Pela Los kiwis, Lava las fresas, Añade Las cerezas, Prueba la receta. (Wash your hands, Peel the kiwis, Wash the strawberries, Add the cherries, Try the recipe)

Session 9:

Use language skills to explore another language

Eg. football le foot el fútbol (English, French, Spanish) to play, jouer, jugar (English, French, Spanish) swimming, la natation, la natación (English, French, Spanish)