

**Subject: MFL**

**Year: UKS2 Year B**

**Term: Autumn**

**TOPIC: My School (ID Card), Myself, My Family (Houses & Homes).**

**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"> <li>• Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>	
<p><b>Prior Learning</b></p> <p><i>(Examples of the below can be found in previous term MTP session breakdowns)</i></p> <p><b>LSK2:</b></p> <ul style="list-style-type: none"> <li>• Can write simple descriptive sentences to describe where things are in their town.</li> <li>• Know some vocabulary for colours and size.</li> </ul>	
<p><b>Long-term Learning (what pupils MUST know and remember) end goals</b></p> <ul style="list-style-type: none"> <li>• Can use 'soy' to give personal details and information</li> <li>• Can ask and answer questions about someone's identity</li> <li>• Can understand the nouns for rooms in a house in Spanish</li> <li>• Can read and understand some simple descriptions of rooms in a house in Spanish.</li> <li>• Can write descriptive sentences using colours and size to describe a house in Spanish</li> <li>• Can recognise and understand some familiar and unfamiliar nouns in Spanish</li> <li>• Can understand some prepositions</li> </ul>	
<p><b>Key Vocabulary</b> <b>Spanish Translation</b></p>	<p><b>Key Vocabulary</b> <b>English Translation</b></p>
<p>Nombre</p> <p>Apellido</p> <p>Edad</p> <p>Fecha de nacimiento</p> <p>Dirección</p> <p>Número de teléfono</p> <p>Nacionalidad</p> <p>Color de ojos</p> <p>Me llamo-</p> <p>Vivo en</p> <p>Tengo ....años</p> <p>la casa</p> <p>La cocina</p> <p>de baño</p> <p>el comedor</p> <p>el salón</p> <p>el garaje</p> <p>el jardín</p>	<p>First name</p> <p>Surname</p> <p>Age</p> <p>Date of birth</p> <p>Address</p> <p>Telephone number</p> <p>Nationality</p> <p>Colour of eyes</p> <p>I am called</p> <p>I live in</p> <p>I am.... years old</p> <p>the house</p> <p>the kitchen</p> <p>the bathroom</p> <p>the dining room</p> <p>the lounge</p> <p>the garage</p> <p>the garden</p>

<p>el dormitorio ¿Qué hay en la casa? Debajo de Delante de Encima de En</p>	<p>the bedroom What's in the house? Under In front of On top of In</p>
<p>Session 1:</p> <p>Understanding words used on an ID card.</p> <p>Such as: Nombre (first name) Apellido (surname), Edad (age), Fecha de nacimiento (date of birth), Dirección (address) , Número de teléfono (telephone number), Nacionalidad (nationality).</p>	
<p>Session 2:</p> <p>Asking and answering questions about someone's identity.</p> <p>Such as: ¿cómo estás? ¿Cuál es su nombre? ¿Donde vives? ¿Cuántos años tienes? ¿Amas a los animales? ¿Cuál es tu color favorito? ¿Cuál es tu fruta favorita? (how are you? What is your name? Where do you live? How old are you? You love animals? What your favorite color? What is your favorite fruit?)</p>	
<p>Session 3:</p> <p>Understanding the nouns for rooms in a house.</p> <p>Eg. La casa (the house), La cocina (the kitchen) El baño (the bathroom) El comedor (the dining room) El salón (the lounge) El garaje-(the garage) El jardín (the garden) La habitación (the bedroom).</p>	
<p>Session 4:</p> <p>Reading and pronouncing objects in the house.</p> <p>Eg. Children read aloud the nouns in the pictures and apply Spanish sound spelling knowledge. Children have a go at accurately pronouncing nouns: una puerta, una alfombra, una ventana, un sillón, una mesa, una cama (a door, a carpet, a window, an armchair, a table, a bed)</p>	
<p>Session 5:</p> <p>Using adjectives to describe rooms in a house.</p> <p>Eg. Looking and matching sentences to pictures of different rooms in the house. La habitación es amarilla, azul y roja. El baño morado y azul. La cocina es roja y gris. El jardín es multicolor (The room is yellow, blue and red. The purple and blue bathroom. The kitchen is red and gray. The garden is multicolour.).</p>	

Session 6:

Following and saying a series of sentences to make a story.

Eg. Bienvenido a mi caso. Entra y mira a tu alrededor. Hay una cocina... ¡Cuidado con las arañas! Este es el comedor... ¡Saluda a la familia! Sube... ¡Cuidado con los animales! ¿Dónde está el fantasma? (Welcome to my case. Go inside and look around. There is a kitchen... Watch out for spiders! This is the dining room... Say hello to the family! Go upstairs... Watch out for the animals! Where is the ghost?)

Session 7:

Recognising and understanding familiar and unfamiliar nouns.

Eg. Recognising familiar and unfamiliar nouns in the castle! un castillo, un canon, un fantasma, un castillo, un caballero, una espada (a castle, a canon, a ghost, a castillo, a knight, a sword).

Session 8:

Using prepositions to say where things are

Eg. ¿Dónde está el elfo? Sobre el libro. (On the book )Delante de la Ventana.( In front of the window.) Encima de la mesa. (On top of the table) En la bolsa. (In the bag.)

**Subject: MFL**

**Year: UKS2 Year B**

**Term: Spring**

**TOPIC: Places (Beach, Park & Sports) & Calendar (La feria de Abril).**

**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
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**Listening:**

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- 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)*

**LKS2:**

- Know vocabulary for 'I like' and 'I dislike'.
- Can recognise and understand some familiar and unfamiliar nouns in Spanish
- 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

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

- Children can understand and write some information about a sport in Spanish.
- Children can express a like or dislike of a sport in Spanish.
- Children can read aloud and understand sentences about the beach in Spanish.
- Children can read and understand some facts about going to the beach in Spanish.
- Can say or write a simple persuasive sentence using “puedes” before a verb.
- Can recall some key facts about a Spanish tradition e.g La feria de Abril

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Jugar Juego Juegas Juega Jugamos Jugais Juegan Tenis Natación Rugby Ciclismo Balonmano Baloncesto Fútbol	To play I You – one person He/she We You – two people they Tennis Swimming Rugby Cycling Handball Basketball Soccer
Puedes / podemos Ven a ... Va a ser genial tomar el sol hacer jugar (al fútbol/ al voleibol) Nadar La playa	You can/we can Come along to... It's going to be To sunbathe To make comer To play (football/volleyball) To swim The beach

**Session 1:**

Recognising and understanding familiar and unfamiliar sport nouns.

Eg. tenis, natación, rugby, ciclismo, balonmano, baloncesto, fútbol (tennis, swimming, rugby, cycling, handball, basketball, football)

Session 2:

Saying which sports you like/dislike.

Me gusta la natación = I like swimming. Me encanta el tenis = I love tennis. No me gusta el ciclismo = I don't like cycling. Mi deporte favorito es el baloncesto = My favourite sport is basketball.

Session 3:

Creating extended sentences about sport including an opinion

Eg. Me gusta el futbol porque es interesante (I like football because it is interesting) and/or No me gusta el ciclismo porque es difícil. (I don't like cycling because it is difficult.)

Session 4:

Identifying some parts of a verb in Spanish.

Eg. Playing charades –Sports that we say with the verb 'to play'. Juego tenis (I play tennis). Jugamos rugby (We play rugby). Juegan fútbol (They play football).

Session 5:

Writing simple sentences to describe a sport.

Hago natación en la piscina y con las manos y los pies (I swim in the pool with my hands and feet). Juego al fútbol con una pelota en un campo (I play football with a ball on a field).

Session 6:

Understanding the nouns for items to take to the beach.

Such as: La playa- the beach Los helados- the ice creams Los castillos de arena – the sandcastles Las frutas- the fruits El sol- the sun(shine) La mochila – the rucksack Las gafas de sol - the sunglasses Las chanclas- the flip flops El sombrero – the hat La crema de sol- the sun cream El bañador - the swim suit

Session 7:

Recalling sentence starters and using them to talk about the beach

Example: Odio, Hace, Me gusta, Soy, Tengo, Aquí esta (I hate, I do, I like, I am, I have, Here it is) Aquí está Los castillos de arena (Here is the sand castle)

Session 8:

Understand and say simple persuasive extended sentences.

Podemos nadar, porque será divertido (We can swim because it will be fun.) Nosotras podemos comer un helado porque estará delicioso. (we can eat an ice cream because it will be delicious.) Nosotras podemos jugar futbol porque sera divertido (we can play soccer because it will be fun).

Session 9:

Write simple persuasive extended sentences.

Podemos nadar, porque será divertido (We can swim because it will be fun.) Nosotras podemos comer un helado porque estará delicioso. (we can eat an ice cream because it will be delicious.) Nosotras podemos jugar futbol porque sera divertido (we can play soccer because it will be fun).

Session 10:

Reading and understanding facts about going to the beach.

Such as- Seaside reading detectives. Matching word records about the seaside. Matching each picture to the correct world record. Eg. La playa más larga del mundo mide 212 km, Praia de Cassino, en Brasil. (The longest beach in the world measures 212 km, Praia de Cassino, in Brazil.), El helado más grande del mundo mide tres metros (The largest ice cream in the world is three meters).

Session 11:

To explore the Spanish tradition of La feria de Abril

Eg. ladies dressed up in traditional costumes dancing the Sevillanas, Flamenco groups play lively music throughout the fair, it takes place in April in Sevilla.

**Subject: MFL**

**Year: UKS2 Year B**

**Term: Summer**

**TOPIC: Food & Performance Time**

**NC/PoS:**

**Reading:**

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- Recognises conjunctions to create extended sentences



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**Writing:**

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**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
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- 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)*

**UKS2:**

- Can ask politely for fruit and vegetables in Spanish
- Can say an ice cream order in Spanish
- Can say ice cream flavours and spot sounds in the flavours in Spanish

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

- Know some facts about Spanish café culture

<ul style="list-style-type: none"> <li>• Can ask politely for snacks and drinks in Spanish</li> <li>• Can understand some information about Spanish food and meals</li> <li>• Can participate in short sketches using familiar language</li> </ul>	
<b>Key Vocabulary Spanish Translation</b>	<b>Key Vocabulary English Translation</b>
¿Qué quieres? Quisiera ¡Me encanta! ¡Mi preferido! ¡Están buenísimas! por favor gracias un café un té un refresco un bocadillo papas fritas churros	What do you want? I would like I love My favourite It is so great! please thank you a coffee a tea a soft drink a sandwich potato chips Churros
Session 1: Knowing some facts about cafe culture.  Eg. Traditionally “tapas” were little portions of food (anything from crisps or peanuts to paella) that they would give you in the bars for free when you ordered your drinks. It is still true in some places in Spain but mostly now is a way of eating. This new conception of eating is called “tapeo”. Many people decide to go “tapeo” instead of going to a proper “restaurante”. Tapeo is not for free but it’s cheap. It is an informal way of eating where a few “tapas” would be ordered and everybody would share. It is done among “amigos” or “familia”. Sometimes you don’t use proper cutlery but “palillos” to eat. And in some places it is all eaten standing up.	
Session 2:  Expressing likes and dislikes for types of tapas  Eg. Me gusta la tortilla (I like the tortilla) No me gusta el chorizo (I don’t like the chorizo).	
Session 3:  Asking for snacks and drinks politely.  Eg. Quisiera un refresco por favor (I would like a soft drink thank you). Quisiera un bocadillo por favor (I would like a sandwich thank you). Por favor, ¿puedo tomar un té? (Please can I have a tea?)	

Session 4:

Understanding sentences about Spanish breakfast foods

Mi desayuno favorito es comida Tostada con mermelada (My favorite breakfast food is toast with jam). Mi desayuno favorito es bebida zumo (My favorite breakfast drink is juice).

Session 5:

Create and write a menu in Spanish

Eg. Mi desayuno del hotel es regional. Incluye tostadas, bollería, cereales, churros y zumo, café, y colacao. (My hotel breakfast is regional. Includes toast, pastries, cereals, churros and juice, coffee, and colacao).

Session 6:

Take part in a café conversation

EG. 1. ¡Buenos días! 2. ¡Buenos días! 3. ¿Cómo estás? 4. Muy bien, gracias. 5. ¿Qué querías? 6. Quiero churros con chocolate, por favor. 7. ¡Claro! Son 2€ por favor. 8. ¡Gracias! 9. ¡Gracias! Hasta luego 10. ¡Adiós! (Hello! 2. Good morning! 3. How are you? 4. Very good, thank you. 5. What did you want? 6. I want churros with chocolate, please. 7. Sure! It's €2 please. 8. Thank you! 9. Thank you! See you later 10. Goodbye!)

Session 7:

Understanding a sketch about a café.

Eg. Customer One Buenos días Waiter Buenos días Customer Two Buenos días Waiter Buenos días Customer Three Una mesa por favor (customer points to the table where the waiter is sat) Waiter Si una mesa..... (jumps up from chair and wipes it with apron and pushes customer four down onto the seat) Customer Four ¡Gracias! ¡Gracias!(eg. Customer One Good morning Waiter Good morning Customer Two Good morning Waiter Good morning Customer Three A table please (customer points to the table where the waiter is sat) Waiter Si una mesa..... (jumps up from chair and wipes it with apron and pushes customer four down onto the seat) Customer Four Thank you! Thank you!)

Session 8:

Adapting the café sketch

Eg. Using familiar core language, change the words in bold to adapt the café sketch.  
Customer One: **¡Hola!** Waiter: **¡Hola!** Customer Two: **¡Hola!** Waiter: **¡Hola!** Customer Three: Una mesa, por favor. Waiter: Sí, claro. Una mesa. Customer Four: ¡Gracias, gracias! Customer One : La carta, por favor. Waiter : Ah sí... el me... la car... la carta. Waiter : ¿Qué queréis? Customer One : Quiero **una coca - cola**, por favor. Waiter: **Una co...ca ...coca-cola**. Customer Two: **Un café con leche**, por favor. Waiter: **Un co, ¡no! ca...caf... café con...leche**. Customer Three and Four: **Dos mostos**. Waiter: **Un....un.....dos** (Writes)**dos zumos de naranja**. Customer Three and Four: **¡No, no! Dos mostos**. Waiter : **¡Dos zumos de naranja!** Waiter : **¡Listo! Un sándwich, un bocadillo, un**

**helado de vainilla y patatas fritas.** Customers: **¡No, no, no! ¡Menudo camarero!** Waiter: ¡Buen provecho

Session 9:

Performing a café sketch in Spanish.

Practising performing phrases with the correct expressions Eg. Estoy triste (I'm sad), Buen provecho! (Bon Appetite!). Tengo hambre y sed (I'm hungry and thirsty).

Session 10:

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)

**Subject: MFL**

**Year: UKS2 Year B**

**Term: Summer 1**

**TOPIC: Café, Culture and Going to the Restaurant**

**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
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- Can write two or three short sentences as a personal response using references to materials / with support
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**Speaking:**

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**Prior Learning**

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

- Children can ask and answer preferences/feelings about fairground rides in Spanish
- Children can write simple sentences about a funfair in Spanish
- Children learn the nouns for rides in Spanish
- Children can recall nouns for some food items in Spanish

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

- Children know some facts about Spanish café culture
- Children can ask politely for snacks and drinks in Spanish
- Children can understand some information about Spanish food and meals

<p align="center"><b>Key Vocabulary</b> <b>Spanish Translation</b></p>	<p align="center"><b>Key Vocabulary</b> <b>English Translation</b></p>
<p>¿Qué quieres? Quisiera ¡Me encanta! ¡Mi preferido! ¡Están buenísimas! por favor gracias</p>	<p>What do you want? I would like I love My favourite It is so great! please thank you a coffee</p>

<p>un café un té un refresco un bocadillo papas fritas churros</p>	<p>a tea a soft drink a sandwich potato chips Churros</p>
<p>Session 1: Knowing some facts about cafe culture.</p> <p>Eg. Traditionally “tapas” were little portions of food (anything from crisps or peanuts to paella) that they would give you in the bars for free when you ordered your drinks. It is still true in some places in Spain but mostly now is a way of eating. This new conception of eating is called “tapeo”. Many people decide to go “tapeo” instead of going to a proper “restaurante”. Tapeo is not for free but it’s cheap. It is an informal way of eating where a few “tapas” would be ordered and everybody would share. It is done among “amigos” or “familia”. Sometimes you don’t use proper cutlery but “palillos” to eat. And in some places it is all eaten standing up.</p>	
<p>Session 2:  Expressing likes and dislikes for types of tapas</p> <p>Eg. Me gusta la tortilla (I like the tortilla) No me gusta el chorizo (I don’t like the chorizo).</p>	
<p>Session 3:  Asking for snacks and drinks politely.</p> <p>Eg. Quisiera un refresco por favor (I would like a soft drink thank you). Quisiera un bocadillo por favor (I would like a sandwich thank you). Por favor, ¿puedo tomar un té? (Please can I have a tea?)</p>	
<p>Session 4:  Understanding sentences about Spanish breakfast foods</p> <p>Mi desayuno favorito es comida Tostada con mermelada (My favorite breakfast food is toast with jam). Mi desayuno favorito es bebida zumo (My favorite breakfast drink is juice).</p>	
<p>Session 5:  Create and write a menu in Spanish</p> <p>Eg. Mi desayuno del hotel es regional. Incluye tostadas, bolleria, cereales, churros y zumo, cafe, y colacao. (My hotel breakfast is regional. Includes toast, pastries, cereals, churros and juice, coffee, and colacao).</p>	
<p>Session 6: Take part in a café conversation</p>	

EG. 1. ¡Buenos días! 2. ¡Buenos días! 3. ¿Cómo estás? 4. Muy bien, gracias. 5. ¿Qué querías? 6. Quiero churros con chocolate, por favor. 7. ¡Claro! Son 2€ por favor. 8. ¡Gracias! 9. ¡Gracias! Hasta luego 10. ¡Adiós! (Hello! 2. Good morning! 3. How are you? 4. Very good, thank you. 5. What did you want? 6. I want churros with chocolate, please. 7. Sure! It's €2 please. 8. Thank you! 9. Thank you! See you later 10. Goodbye!)

**Subject: MFL**

**Year: UKS2 Year B**

**Term: Summer 2**

**TOPIC: Performance Time**

**NC/PoS:**

**Reading:**

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- Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)
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- 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 facts about Spanish café culture
- Children can ask politely for snacks and drinks in Spanish
- Children can understand some information about Spanish food and meals

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

- Children can participate in short sketches using familiar language
- Children can recall familiar core language in Spanish
- Children can understand a simple recipe in Spanish

<p><b>Key Vocabulary Spanish Translation</b></p>	<p><b>Key Vocabulary English Translation</b></p>
<p>Utiliza Mide Vierte Haz Mezcla Añade un insecto, pétalos de flores herba una hoja una piedra un árbol una rama</p>	<p>use measure pour make mix add an insect flower petals, grass a leaf a stone a tree a branch</p>

Session 1:

Understanding a sketch about a cafe.

Eg. Customer One Buenos días Waiter Buenos días Customer Two Buenos días Waiter Buenos días Customer Three Una mesa por favor (customer points to the table where the waiter is sat) Waiter Si una mesa..... (jumps up from chair and wipes it with apron and pushes customer four down onto the seat) Customer Four ¡Gracias! ¡Gracias!(eg. Customer One Good morning Waiter Good



morning Customer Two Good morning Waiter Good morning Customer Three A table please (customer points to the table where the waiter is sat) Waiter Si una mesa..... (jumps up from chair and wipes it with apron and pushes customer four down onto the seat) Customer Four Thank you! Thank you!

Session 2:

Adapting the café sketch

Eg. Using familiar core language, change the words in bold to adapt the café sketch.

Customer One: **¡Hola!** Waiter: **¡Hola!** Customer Two: **¡Hola!** Waiter: **¡Hola!** Customer Three: Una mesa, por favor. Waiter: Sí, claro. Una mesa. Customer Four: ¡Gracias, gracias! Customer One : La carta, por favor. Waiter : Ah sí... el me... la car... la carta. Waiter : ¿Qué queréis? Customer One : Quiero **una coca - cola**, por favor. Waiter: **Una co...ca ...coca-cola**. Customer Two: **Un café con leche**, por favor. Waiter: **Un co, ¡no! ca...caf... café con...leche**. Customer Three and Four: **Dos mostos**. Waiter: **Un....un.....dos** (Writes)**dos zumos de naranja**. Customer Three and Four: **¡No, no! Dos mostos**. Waiter : **¡Dos zumos de naranja!** Waiter : **¡Listo! Un sándwich, un bocadillo, un helado de vainilla y patatas fritas**. Customers: **¡No, no, no! ¡Menudo camarero!** Waiter: ¡Buen provecho

Session 3:

Performing a café sketch in Spanish.

Practising performing phrases with the correct expressions Eg. Estoy triste (I'm sad), Buen provencho! (Bon Appetite!). Tengo hambre y sed (I'm hungry and thirsty).

Session 4:

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 5:

Understand nouns about nature.

Eg. un insecto, pétalos de flores, hierba, una hoja, una piedra, un árbol, una rama (an insect flower petals, grass, a leaf, a stone, a tree, a branch)

Session 6:

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)