

**Subject: MFL**

**Year: LKS2 Year A**

**Term: Autumn 1**

**TOPIC: A New Start**

**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)*

- Children listen and respond physically to some specific greetings such as “good morning”, “Good afternoon” and “good night”.
- Children listen and respond to the question “What are you called?”
- Children listen and respond to some familiar colours.
- Children know some facts about Spain and the Spanish culture.
- Children listen and respond physically in some Spanish authentic rhymes.

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

- Children can say some greetings in Spanish.
- Children can ask and answer about some feelings in Spanish.
- Children can say, recall, identify numbers between 1 and 10 in Spanish.
- Children can write some colours in Spanish

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
<p>Hola</p> <p>Me llamo</p> <p>Buenos días</p> <p>buena tarde</p> <p>buenas noches</p> <p>¿Cómo estás?</p> <p>¿Como te llaman?</p> <p>¿Y usted?</p>	<p>Hello</p> <p>I am called</p> <p>Good morning</p> <p>Good afternoon</p> <p>Good night</p> <p>How are you?</p> <p>What are you called?</p> <p>And you?</p>
<p>Session 1:</p> <p>Saying greeting in Spanish.</p> <p>Such as: Hola (Hello)</p> <p>Me llamo (I am called)</p> <p>Buenos días (Good morning)</p> <p>buena tarde (Good afternoon)</p> <p>buenas noches (Good night)</p>	
<p>Session 2:</p> <p>Asking and answering feelings in Spanish.</p> <p>Such as: ¿Cómo estás? (How are you?)</p> <p>estoy bien (I am good)</p> <p>estoy bien (I am fine)</p> <p>no estoy bien (I am not good)</p> <p>¿Y usted? (And you?)</p> <p>¿Como te llaman? (What are you called?)</p> <p>me llamo (I am called...)</p>	
<p>Session 3:</p> <p>Introducing myself in Spanish.</p> <p>Such as: Me llamo Sara y tengo ocho años. (I am called Sarah and I am eight years old.)</p>	
<p>Session 4:</p> <p>Saying some numbers to ten in Spanish and recalling numbers to ten in Spanish.</p>	

Such as: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez (one, two, three, four, five, six, seven, eight, nine, ten)

Session 5:

Saying four different colours in Spanish.

Such as: rojo, azul, morado, rosa, naranja, blanco, amarillo, negro (red, blue, purple, pink, orange, white, yellow, black)

Session 6:

Writing colours in Spanish

Write a song using 3 colours (or more). Practise singing it to the tune of Frere Jacques. ("azul, blanco, rojo....")

**Subject: MFL**

**Year: LKS2 Year A**

**Term: Autumn 2**

**TOPIC: Calendar and Celebrations**

**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)*

- Children say where live in Spanish.
- Children are beginning to complete some simple sentences to say where I live and what I am called in Spanish.
- Children recall nouns for some items in Spanish.
- Children are beginning to write simple sentences such as: 'I live in Warrington' in Spanish.
- Children are beginning to write a simple descriptive sentence, using verb, noun and adjective.

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

- Children can understand basic classroom commands
- Children understand and say days of the week in Spanish.
- Children understand, say and try to write some months of the year in Spanish.
- Children can recall some facts about Spanish Christmas traditions.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Rojo	Red
Amarillo	Yellow
Marrón	Brown
Naranja	Orange
Lunes	Monday
Martes	Tuesday
Miércoles	Wednesday
Jueves	Thursday
Viernes	Friday
Sábado	Saturday
Domingo	Sunday
mes del año	Months of the year
días de la semana	Days of the week
¡ Escuchad!	Listen
¡ Repetid!	Repeat
¡ Miradme!	Look
¡ Levantaos!	Stand up
¡ Sentaos!	Sit down
¡ mostradme!	Show me

Session 1:

Saying some colours linked to the season autumn.

Such as: Rojo, amarillo, marrón, naranja (red, yellow, brown, orange)

Session 2:

Understanding classroom commands.

Escuchad (listen) Repetid (repeat) miradme (look) levantaos! (stand up)) sentaos! (sit down) mostradme! (Show me!)

Session 3:

Saying days of the week

Such as: Lunes ,martes, Miércoles, Jueves, Viernes, Sábado, Domingo (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)

Session 4:

Remembering days of the week

Such as: Lunes ,martes, Miércoles, Jueves, Viernes, Sábado, Domingo (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)

Session 5:

Understanding, saying and trying to write some months of the year in Spanish.

Such as: Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre (January, February, March, April, May, June, July, August, September, October, November, December).

Session 6:

Learning how Christmas is celebrated in Spain

Such as: ¡Feliz Navidad! (Happy Christmas), 31<sup>st</sup> 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 ) 5<sup>th</sup> 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 6<sup>th</sup> January- Dia de Reyes (Kings Day), similar to our Christmas day.

**Subject: MFL**

**Year: LKS2 Year A**

**Term: Spring 1**

**TOPIC: Animals I like/I don't like**

**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
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**Grammar:**

- Can identify nouns in a Spanish phrase or sentence
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- 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)*

- Children can understand and say some days of the week in Spanish.
- Children attempt to write some days of the week in Spanish.
- Children understand, say and try to write some months of the year in Spanish.
- Children begin to write months of the year in Spanish.

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

- Children can say and read the name of some animals in Spanish.
- Children begin to recognise some plural nouns for animals in Spanish.
- Children begin to understand a simple story in Spanish.
- Children begin to copy some names of animals in Spanish.
- Children can say a simple sentence to say their favourite animal.
- Children begin to write simple sentences about animals.

<p style="text-align: center;"><b>Key Vocabulary</b> <b>Spanish Translation</b></p>	<p style="text-align: center;"><b>Key Vocabulary</b> <b>English Translation</b></p>
<p>Los animals Un gato Un perro Un pez Un pajaro Un caballo Un conejo Un raton Mi animal preferifos es ¿qué animales puedes ver?</p>	<p>Animals A cat A dog A fish A bird A horse A rabbit A rat My favourite animal is... What animals can you see?</p>
<p>Session 1:</p> <p>To understand some animal nouns.</p> <p>Such as: Un gato, Un perro, Un pez, Un pajaro, Un caballo, Un conejo, Un raton (A cat, A dog, A fish, A bird, A horse, A rabbit, A rat)</p>	
<p>Session 2:</p> <p>Asking “What is it?” and say animal noun as the answer</p> <p>Such as: Que animal es? Es un gato, Es sun perro, Es un pez, Es un pajaro, Es un caballo, Es un conejo, Es un raton (What animal is it? It’s a cat, It’s a dog, It’s a fish, It’s a bird, It’s a horse, It’s a rabbit, It’s a rat)</p>	
<p>Session 3:</p> <p>To say what my favourite animals are in Spanish.</p> <p>Such as: Mi animal preferifos es un pez (My favourite animal is a bird.)</p>	
<p>Session 4:</p> <p>To recognise some plural nouns for animals.</p> <p>Such as: spotting the difference between singular plural animal names. Children should look at the spelling of the words and to listen out for changes to the sound of the singular nouns. Eg. un gato (cat singular) and los gatos (cat plural).</p>	
<p>Session 5:</p> <p>To understand and follow a simple story.</p>	

Eg. Story – Animals I See When I Walk to School. Cuando voy a la escuela... Veo pájaros en el cielo, un perro en el jardín, un gato persiguiendo un ratón, un pez en una pecera, ¿qué animales puedes ver? When I go to school... I see birds in the sky, a dog in the garden, a cat chasing a mouse, a fish in a fishbowl, what animals can you see?

Session 6:

To write a simple sentence about an animal.

Such as: Veo un gato en el ceilo. Veo un perro en el jardin. (I see a cat in the sky. I see a dog in the garden.)

**Subject: MFL**

**Year: LKS2 Year A**

**Term: Spring 2**

**TOPIC: Carnival/using numbers and dates**

**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
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- 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
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**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
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- Can make a good attempt to adapt a familiar sentence, to express own opinion or give new information in a familiar context
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**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
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**Grammar:**

- Can identify nouns in a Spanish phrase or sentence
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- 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)*

- Children can say and read the name of some animals in Spanish.
- Children can recognise some plural nouns for animals in Spanish.
- Children can understand a simple story in Spanish.
- Children can copy some names of animals in Spanish.
- Children can say a simple sentence to say their favourite animal.

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

- Children know some facts about Carnival in Spain.
- Children can say and begin to write numbers 1-15
- Children can say simple sentences about themselves
- Children can begin to read and write dates in Spanish

<b>Key Vocabulary Spanish Translation</b>	<b>Key Vocabulary English Translation</b>
Lunes Martes Miércoles Jueves Viernes Sábado Domingo ¡Hoy es carnaval! ¿Cuántos años tienes? La cesta Los conejos Los huevos Las flores	Monday Tuesday Wednesday Thursday Friday Saturday Sunday Today is carnival! How old are you? The basket The rabbits The eggs The flowers

Session 1:

To know some facts about the Carnival celebration in Spain.

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.

Session 2:

Say and write some numbers between 1-15.

Such as: 1-15 (uno dos tres cuatro cinco seis siete ocho nueve diez once doce trece catorce quince)

Session 3:

To ask and answer my age in Spanish.

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).

Session 4:

Taking part in simple dialogue about myself

Such as: Me llamo..., estoy..... , tengo x años, mi animal favorito es..., mi color favorito es.... (My name is..., I am..., I am x years old, My favorite animal is..., My favorite color is....)

Session 5:

Reading and writing dates in Spanish

Such as: Lunes uno de enero, Sábado cuatro de agosto (Monday January 1st, Saturday August 4<sup>th</sup>)

Session 6:

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 1 TOPIC: Fruits and Vegetables**

**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 and 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)*

- Children know some facts about Carnival in Spain.
- Children can participate in games using the days of the week and months of the year in Spanish.
- Children can ask and answer their name in Spanish.
- Children can participate in games involving numbers in Spanish.
- Children can write and complete the sentence ‘My favourite colour is...’ in Spanish.

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

- Children can understand and participate in games involving fruit and vegetable nouns in Spanish.
- Children can ask politely for some fruit or vegetable item in Spanish.
- Children can listen, understand and enjoy a story in Spanish.
- Children can write, with support, a simple sentence or several sentences in 1st person singular.



Key Vocabulary Spanish Translation	Key Vocabulary English Translation
me gustaría por favor Gracias Cereales Zumo de naranja Leche Croissant Pan con chocolate Desayuno Comida té	I would like please Thank you Cereala Orange juice Milk Croissant Bread with chocolate Breakfast Lunch Tea

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 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/lspace\\_48/resources/f2e25722cfe345de576f2ec2edd3f177.pptx%3frd=1&rd2=2](https://view.officeapps.live.com/op/view.aspx?src=https://pln.myvle.co.uk/files/sc3490/websites/lspace_48/resources/f2e25722cfe345de576f2ec2edd3f177.pptx%3frd=1&rd2=2)

Session 4:

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 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.)

**Subject: MFL**

**Year: LKS2 Year A**

**Term: Summer 2**

**TOPIC: Map Explorers/Going on a picnic**

**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 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)*

- Children can understand and participate in games involving fruit and vegetable nouns in Spanish.
- Children can ask politely for some fruit or vegetable item in Spanish.
- Children can say some nouns for breakfast foods in Spanish.
- Children can listen, understand and enjoy a story in Spanish.
- Children can write some names of fruits and vegetables in Spanish.
- Children can write, with support, a simple sentence or several sentences in 1st person singular, linked to Hungry Giant cartoon story.

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

- Children can recall nouns for picnic items in Spanish
- Children can write a simple phrase, using verb, noun and adjective.
- Children can complete some simple sentences to say where they live.
- Children can ask a simple question and understand the answer
- Children can apply their language skills to begin to learn other languages

#### Key Vocabulary Spanish Translation

¿Donde vives?  
Vivo en...  
Una manzana  
Leche  
Un plátano  
Jugo de naranja  
Sándwiches  
Dos huevos  
Queso  
Pan

#### Key Vocabulary English Translation

Where do you live?  
I live in...  
An apple  
Milk  
A banana  
Orange juice  
Sandwiches  
Two eggs  
Cheese  
Bread

Session 1:

To recall nouns for picnic items in Spanish.

Such as: una manzana, leche, un plátano, jugo de naranja, sándwiches, dos huevos, queso, pan (an apple, milk, a banana, orange juice, sandwiches, two eggs, cheese, bread)

Session 2:

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.

Session 3:

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 4:

To say where I live in Spanish.

Eg. ¿Dónde vives? Vivo en Warrington, Inglaterra. (Where do you live? I live in Warrington, England.)

Session 5:

Asking "Where do you live?" and understanding the answers.

Such as: ¿Dónde vives? Vivo en Granada ¿Dónde vives? Vivo en Barcelona, ¿Dónde 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)

Session 6:

Applying language skills to learn another language

Such as: white blanc blanco (English, French, Spanish) blue bleu azul (English, French, Spanish) green vert verde (English, French, Spanish)