

Subject: MFL

Year: UKS2 Year A

Term: Autumn 1

TOPIC: My School, My Subjects

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:

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- Carefully answers simple questions on several topics and can express opinions
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- 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)

- Children know how ask and answer some questions in Spanish.
- Children can say and write some nouns in Spanish.
- Children can write some simple sentences in Spanish.
- Children know how to say and write different subjects in Spanish.
- Children can say some feelings in Spanish using the correct feminine/masculine pronunciation.

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

- Children know how to introduce themselves using extended sentences about how they are feeling and a reason to why they are feeling this way.
- Children can have a conversation with a friend involving what their name is, how they are feeling, how old they are and where they live.
- Children say a third person singular sentence with details about someone else.
- Children know at least five nouns for school subjects and can use this language in a spoken sentence.
- Children can say an extended opinion of a school subject including a reason for liking/disliking a subject.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Me llamo...	My name is
Estoy...	I am ..
¿Te gusta/n.....?-	Do you like.....?
Me gusta/n...	I like.....
No me gusta/n.....-	I do not like...
Me encanta/n	I love...
¿Prefieres...? –	Do you prefer...
Prefiero...	I prefer ...
Porque...	Because...
Y...	And...
Estoy	I'm
Tengo	I've got

Session 1:

Focussing on introduce myself with simple sentences.

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).

Session 2:

Introducing myself (focusing on Estoy and Tengo)

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)

Session 2:

Explaining in more detail about how I am feeling.

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 3:

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 4:

Naming some school subjects in Spanish.

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

Session 5:

Giving my opinion about school subjects.

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

Subject: MFL

Year: UKS2 Year A

Term: Autumn 2

TOPIC: In the City

NC/PoS:

Reading:

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Speaking:

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- Asks questions and answers simple questions on several topics and can express opinions
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Prior Learning

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

- Children can say the names for places around a town/city in Spanish
- Children can understand the '¿dónde está...?' question.
- Children can identify some shop names In Spanish.

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

- Children can recall some facts about a city in Spain
- Children can ask and answer some simple questions about a city/town
- Children can write simple descriptive sentences to describe things in their town/city.

**Key Vocabulary
Spanish Translation**

Bienvenido ...
Hay...
Entrada
a la derecha
a la izquierdo
Recto
Para
Gira
¿Cuánto es?
euro

**Key Vocabulary
English Translation**

Welcome...
There is/there are
Entrance
On the right
On the left
Straight
Stop
Turn
How much is it?
Euro (currency in Spanish)

Session 1:

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 2:

Asking 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 3:

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 4:

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 5:

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)

Session 6:

Writing 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).

Subject: MFL

Year: UKS2 Year A

Term: Spring 1

TOPIC: Healthy Eating – Going to Market

NC/PoS:

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Prior Learning

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

- Children can say a simple sequence of sentences using nouns to describe some topics in Spanish.
- Children can understand and give some simple information about Spain.
- Children can name differences between a city in Spain and a city in England in Spanish.
- Children can write a simple sentence using nouns.

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

- Children can say some fruit and vegetables in Spanish and use these in simple dialogues.
- Children can read and understand some fruit and vegetables in written texts in Spanish.
- Children 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.
- Children 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”.
- Children can write some fruits and vegetables

Key Vocabulary Spanish	Key Vocabulary English Translation
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	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

Session 1:

Saying fruit and vegetables

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:

Saying and writing opinions about fruits and vegetables

For example: Me gustan la manzana, No me gustan la cebolla (I like apple, I don't like onion)

Session 3:

Taking part in a survey about fruits and vegetables

For example: ¿Cuál es tu fruta favorita? ¿Cual es tu vegetal favorito? (What is your favorite fruit? What is your favorite vegetable?)

Session 4:

Asking for the price of fruit and vegetables

For example: ¿Cuánto cuesta una lechuga? Cuesta 1 euro (How much is one lettuce? It costs 10 euro)

Session 5:

Participating in a simple shopping conversation

For example: ¿Tienes melones? No, no tengo melones. Si Tengo. (Do you have melons? No, I don't have melons. Yes, I have.)

Session 6:

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)

Subject: MFL

Year: UKS2 Year A

Term: Spring 2

TOPIC: Colours/Clothes Descriptions

NC/PoS:

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Prior Learning (what pupils already know and can do) (previous subjects end goals)

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

- Children can say some fruit and vegetables in Spanish and use these in simple dialogues.
- Children can read and understand fruit and vegetables in written texts in Spanish.
- Children can follow and understand a simple story involving fruit and vegetables in Spanish.
- Children can read simple instructions for a recipe in Spanish.

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

- Children can say nouns for some items of clothing in Spanish.
- Children can read descriptive sentences with nouns and colour adjectives in Spanish.
- Children can write descriptive sentences using adjectives and nouns in Spanish.
- Children understand that the plural word for “the” in Spanish is either “los” or “las”.
- Children understand that we use algunos and algunas to say “some” with plural nouns e.g algunos zapatos (some shoes).
- Children know that when we say and write colours as adjectives after the noun in Spanish the spelling changes to match the noun and whether it is singular or plural and masculine or feminine. e.g. el jersey blanco/ los jerseys blancos Verb Bank la falda blanca/las faldas blancas

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
¿Qué llevas? Llevo ... grande Pequeño Viejo Bonita viejo llevar Tener Me disfrazo de...	What are you wearing? I am wearing/ I wear..... Big Small Old pretty To wear To have I dress up as a ...

Session 1:

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 2:

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 3:

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 4:

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 5:

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 6:

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: Summer 1

TOPIC: Out of this World

NC/PoS:

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Prior Learning (what pupils already know and can do) (previous subjects end goals)

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

- Children can say nouns for some items of clothing in Spanish.
- Children can read descriptive sentences with nouns and colour adjectives in Spanish.
- Children can write descriptive sentences using adjectives and nouns in Spanish.

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

- Children can ask and answer questions about someone's identity in Spanish.
- Children can read some simple information about planets in Spanish.
- Children can read and write simple sentences about an imaginary planet in Spanish.
- Children know when saying "I am " in Spanish when you are giving personal details and information, you use "soy..." and to say I am not.." you use "no soy..."

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Nombre Apellido Edad Fecha de nacimiento Dirección Número de teléfono Nacionalidad Color de ojos Me llamo- Vivo en Tengoaños Soy.... No soy.... Es...	First name Surname Age Date of birth Address Telephone number Nationality Colour of eyes I am called I live in I am years old I am I am not It is

Session 1:

Understanding words used on an ID card.

Such as: Nombre (first name)Apellido (surname), Edad (age), Fecha de nacimiento (date of birth), Dirección (address) , Número de teléfono (telephone number), Nacionalidad (nationality).

Session 2:

Asking and answering questions about someone's identity.

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?)

Session 3:

Naming the planets and using simple adjectives to describe them

Such as: ¡Mirar! es Júpiter, el planeta más grande.(Look! it is Jupiter, the biggest planet.) Esto es marte, el planeta rojo.(This is mars, the red planet.) ¿Es este mercurio, el planeta más cercano al sol?(is this mercury, the planet nearest the sun?)

Session 4:

Reading and understanding simple information about planets.

Such as: Mercurio (Mercury), Venus (Venus) Plutón (Pluto) Júpiter (Jupiter), Marte (Mars), Saturno- Saturn Urano- Uranus Neptuno- Neptune El Sol – the Sun La Luna- the Moon La Tierra- the Earth Los astronautas- the astronauts El planeta- the planet Las estrellas- the stars Espacio- Space El cohete – the rocket.

Session 5:

Understanding a planet description.

For example: Mi planeta es azul y amarillo. Mi planeta es rocoso. En mi planeta hay perros, serpientes y dragones. También hay cines y parques. (My planet is blue and yellow. My planet is rocky. On my planet there are dogs, snakes and dragons. Also there are cinemas and parks.)

Session 6:

Making a poster about my planet creation.

Such as: Mi planeta se llama Verduno y . En mi planeta hay museos pero no hay colegios. En mi planeta hace sol y hace calor. (My planet is called Verduno and on my planet there are museums but there are no schools. On my planet it is sunny and hot.)

Subject: MFL

Year: UKS2 Year A

Term: Summer 2

TOPIC: Going to the beach

NC/PoS:

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Prior Learning (what pupils already know and can do) (previous subjects end goals)

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

- Children know how to ask and answer some questions in Spanish.
- Children can read simple information and facts in Spanish.
- Children can read simple sentences from fiction and non-fiction texts.

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

- Children can read aloud and understand sentences about the seaside in Spanish.
- Children can create simple persuasive extended sentences in Spanish.
- Children can read and understand some facts about going to the beach in Spanish.
- Children can say or write “puedes” before a verb written as an infinitive and you can make a simple persuasive sentence.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
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
<p>Session 1:</p> <p>Understanding the nouns for items to take to the beach.</p> <p>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</p>	
<p>Session 2:</p> <p>Recalling sentence starters and using them to talk about the beach</p> <p>Example: Odio, Hace, Me gusta, Soy, Tengo, Aqui 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)</p>	
<p>Session 3:</p> <p>Understand and say simple persuasive extended sentences.</p> <p>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).</p>	
<p>Session 4:</p> <p>Write simple persuasive extended sentences.</p> <p>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).</p>	
<p>Session 5:</p> <p>Reading and understanding facts about going to the beach.</p>	

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 6:

Applying language skills to learn another language

For example: an apple, une pomme, una manzana (English, French, Spanish) a mango une mangue un mango (English, French, Spanish) a potato une pomme de terre una patata (English, French, Spanish)