

Subject: MFL

Year: KS1 Year B

Term: Autumn 1

TOPIC: Language Learning Powers

WPAT PoS:

Speaking:

A focus on sound spelling runs throughout the language teaching

- Can say and understand a few important words in Spanish
- Can attempt join in with the main part of a Spanish story or rhyme
- Can attempt to repeat accurately some sounds in the target language
- Can say a few words such as: greetings and simple response
- Can give their name, can ask a question about someone's name
- Can say 'how they are feeling'

Listening:

A focus on sound spelling runs throughout the language teaching

- Can listen and join in with the main parts of a song, story or rhyme
- Can listen to and enjoy a story in Spanish
- Beginning to identify accurately some sounds in the target language
- To understand and respond to some familiar core Spanish language

Reading:

A focus on sound spelling runs throughout the language teaching

- Beginning to recognise some important words written in Spanish e.g. greetings or colour

Culture:

- Exploring authentic Spanish rhymes, songs and stories
- Investigating shared and Spanish specific festivals and celebrations
- Celebrating similarities and differences between cultures
- Developing our understanding of people in the world around us

Prior Learning

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

- Children can listen and respond physically to some phrases about the weather in Spanish
- Children can say a weather phrase in Spanish
- Children can perform the traditional rhyme such as: "sol y luna"

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

- Children can listen and respond to a Spanish song containing 'good morning, good afternoon and good night'
- Children can perform the tooth fairy rhyme and know some facts about the Spanish tooth mouse

- Children join in with a Spanish song eg. 'Les heros du monde'

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
buenos días	Good morning
buenas tardes	Good afternoon
buenas noches	Good night
Me llamo..	My name is..
diente	Tooth
hada	Fairy
ratón	Mouse
historia	story

Session 1:

Recalling and say greetings and name phrase.

Eg. Listen and join in with 'Si eres feliz y lo sabes' (If you're happy and you know it). Children greet superheroes with buenos días/buenas tardes /buenas noches. Children pretend to be each superhero and say greeting and name phrase.

Session 2:

Recalling, saying greetings and name phrase and joining in.

Eg. Listen and join in with 'Si eres feliz y lo sabes' (If you're happy and you know it). Children participate in game, sit in circle and pass superhero cards around the circle sharing a greeting with superhero. Children practise writing name phrase and simple question to ask name such as: Comos te llamas? ... Me llamo....

Session 3:

Taking part in a simple question and answer dialogue.

Eg. ¿Cómo te llamas? ... Me llamo Susan.

Session 4:

Joining in with a rhyme about the tooth fairy.

Oh no I have lost one tooth. Ouch,ouch ,ouch!	¡Oh no! Se me ha caído un diente. ¡Au, au, au!
Where is the tooth fairy?	¿Dónde está el Ratoncito Pérez?
Oh no I have lost two teeth Ouch , ouch , ouch	¡Oh no! Se me han caído dos dientes. ¡Au, au, au!
Where is the tooth fairy?	¿Dónde está el Ratoncito Pérez?
Hip hip hurray!	¡Hip, hip, hurra!
2 lost teeth	Dos dientes se me han caído.
And here is the tooth fairy!	¡Aquí está el Ratoncito Pérez!
Dear Tooth Fairy.	Querido Ratoncito Pérez,
I have lost a tooth. Please take away my tooth and leave me a present .	Se me ha caído un diente. Por favor, llévate mi diente y déjame un regalo.
Lots of love	Con cariño,

Eg.

Session 5:

Counting from 1 to 10.

Such as: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, diez (one, two, three, four, five, six, seven, eight, nine, ten)

Session 6:

Recalling and counting number 1 to 10.

Such as: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, diez (one, two, three, four, five, six, seven, eight, nine, ten)

Subject: MFL

Year: KS1 Year B

Term: Autumn 2

TOPIC: Nouns, Rhymes and Christmas

WPAT PoS:

Speaking:

A focus on sound spelling runs throughout the language teaching

- Can say and understand a few important words in Spanish
- Can attempt join in with the main part of a Spanish story or rhyme
- Can attempt to repeat accurately some sounds in the target language
- Can say a few words such as: greetings and simple response
- Can give their name, can ask a question about someone's name
- Can say 'how they are feeling'

Listening:

A focus on sound spelling runs throughout the language teaching

- Can listen and join in with the main parts of a song, story or rhyme
- Can listen to and enjoy a story in Spanish
- Beginning to identify accurately some sounds in the target language
- To understand and respond to some familiar core Spanish language

Reading:

A focus on sound spelling runs throughout the language teaching

- Beginning to recognise some important words written in Spanish e.g. greetings or colour

Culture:

- Exploring authentic Spanish rhymes, songs and stories
- Investigating shared and Spanish specific festivals and celebrations
- Celebrating similarities and differences between cultures
- Developing our understanding of people in the world around us

Prior Learning

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

- Children can listen and respond to a Spanish song containing 'good morning, good afternoon and good night'
- Children can perform the tooth fairy rhyme and know some facts about the Spanish tooth mouse
- Children join in with a Spanish song eg. 'Les heros du monde'

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

- Children can listen and respond physically to specific body parts in Spanish
- Children can perform an authentic rhyme of the Spanish Heads, shoulders, knees and toes
- Children can listen, respond to the song of Rudolph the Red Nose Reindeer in Spanish
- Children can recognise and read familiar colours and numbers in Spanish

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
buenos días	Good morning
buenas tardes	Good afternoon
buenas noches	Good night
Cabeza	Head
Hombros	Shoulder
rodillas	Knees
Pies	toes
pierna	Leg
pie	Foot
oreja	Ear
Nariz	Nose
Feliz Navidad	Happy Christmas

Session 1:

Exploring seasonal nouns.

Eg. un vampiro, una araña, una bruja, un fantasma, un murciélago, un monstruo (a vampire, a spider, a witch, a ghost, a bat, a monster). Children copy-write some of these nouns in Spanish. Children discuss similarities between similarities and differences of language spellings.

Session 2:

Listening and joining in with commands involving body parts.

Eg. Listen and join in with song 'cabezas, hombros, rodillas y dedos de los pies' (heads, shoulders, knees and toes). Children name and think of actions for different body parts: Cabeza, Hombros,

rodillas , Pies (head, shoulders, knees and toes) Children play Simon Says using body parts they have practised.

Session 3:

Listening and responding to familiar nouns.

Eg. Children join in with song 'cabezas, hombros, rodillas y dedos de los pies' (heads, shoulders, knees and toes). Revisit word 'toca' (touch), Children play game of Sumerman says: toca hombros (touch shoulders) etc. Practise authentic 'cabezas, hombros, rodillas y dedos de los pies' rhyme, saying actions quicker and quick each time.

Session 4:

Practising authentic rhymes and writing nouns.

Eg. Children sing and perform authentic rhyme 'cabezas, hombros, rodillas y dedos de los pies' (heads, shoulders, knees and toes) to class. Children draw a picture of person and write at least one noun for a body part in Spanish.

Session 5:

Recalling and practising familiar colours.

Eg. Children watch, listen and join in with song 'la cancion de los colores' (the song of colours). Children and teacher brainstorm body parts on the board in Spanish. Children knowledge of colours to create a rainbow Rudolph bookmark using and writing names of colours used.

Session 6:

Watching and responding to a seasonal song or story.

Eg. Children listen to, and join in with 'Rudolph el reno de nariz roja' (Rudolph the red nose reindeer). Children practise writing festive greeting Feliz Navidad (Happy Christmas). Children complete seasonal bookmarks.

Subject: MFL

Year: KS1 Year B

Term: Spring 1

TOPIC: Birthdays

WPAT PoS:

Speaking:

A focus on sound spelling runs throughout the language teaching

- Can say and understand a few important words in Spanish
- Can attempt join in with the main part of a Spanish story or rhyme
- Can attempt to repeat accurately some sounds in the target language
- Can say a few words such as: greetings and simple response

- Can give their name, can ask a question about someone's name
- Can say 'how they are feeling'

Listening:

A focus on sound spelling runs throughout the language teaching

- Can listen and join in with the main parts of a song, story or rhyme
- Can listen to and enjoy a story in Spanish
- Beginning to identify accurately some sounds in the target language
- To understand and respond to some familiar core Spanish language

Reading:

A focus on sound spelling runs throughout the language teaching

- Beginning to recognise some important words written in Spanish e.g. greetings or colour

Culture:

- Exploring authentic Spanish rhymes, songs and stories
- Investigating shared and Spanish specific festivals and celebrations
- Celebrating similarities and differences between cultures
- Developing our understanding of people in the world around us

Prior Learning

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

- Children can listen and respond physically to specific body parts in Spanish
- Children can perform an authentic rhyme of the Spanish Heads, shoulders, knees and toes
- Children can listen, respond to the song of Rudolph the Red Nose Reindeer in Spanish
- Children can recognise and read familiar colours and numbers in Spanish

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

- Children can listen and respond physically to the months of year in Spanish
- Children can name their birthday month in Spanish
- Children can identify written Spanish months

<p>Key Vocabulary Spanish Translation</p>	<p>Key Vocabulary English Translation</p>
¡Feliz cumpleaños!	Happy Birthday!
Enero	January
Febrero	February
Marzo	March
Abril	April
Mayo	May
Junio	June
	July

Julio	August
Agosto	September
Septiembre	October
Octubre	Novemeber
Noviembre	December
Diciembre	

Session 1:

Knowing some simple facts about Epiphany and join in with a song.

Eg. Epiphany, or Three Kings' Day, is a Christian holiday that is observed on January 6. It is one of the three most important days, along with Christmas and Easter, in the Christian church. Epiphany celebrates three events: the arrival of the Magi, or Three Wise Men, in Bethlehem to see the baby Jesus, the baptism of Jesus, Jesus' first miracle.

Session 2:

Listening, joining in and responding to songs and rhymes.

Eg. Watch, listen to and join with song 'muñeco de nieve' (Snowman). Using knowledge from song, add action to the following words: un reno, un muñeco de nieve, una princesa, un principe, un hoombre de hielo (a reindeer, a snowman, a princess, a prince, an ice man).

Session 3:

Recognising and remembering own birthday month.

E.g. Listen and join in with Spanish months of the year song. Children stand up when they hear their own birthday month: Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre (January, February, March, April, May, June, July, August, September, October, Novemeber, December). Children copu-write their birthday month in a decorated birthday balloon.

Session 4:

Remembering and recalling some months of the year.

E.g. Listen and join in with Spanish months of the year song. Children stand up when they hear their own birthday month: Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre (January, February, March, April, May, June, July, August, September, October, Novemeber, December). Children complete and share their birthday balloon with their peers. Children have a go at saying the sentence: Mi cumpleaños es en octubre. (My birthday is in October).

Session 5:

Remembering and saying 'Happy Birthday' in Spanish.

E.g. Children join in and sing Happy Birthday song. Sing the song ¡Feliz cumpleaños! To anyone with a birthday that month. Children draw a picture of a cake with candles and copy write '¡Feliz cumpleaños!'

Session 6:

Practicing numbers between 1 and 10.

E.g. Children create actions for numbers 1 – 10. Children participate in a game of Pedro Dice (Simons Says) using number actions. Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez (one, two, three, four, five, six, seven, eight, nine, ten)

Subject: MFL

Year: KS1 Year B

Term: Spring 2

TOPIC: Butterflies, Bees and Plant Pot Story

WPAT PoS:

Speaking:

A focus on sound spelling runs throughout the language teaching

- Can say and understand a few important words in Spanish
- Can attempt join in with the main part of a Spanish story or rhyme
- Can attempt to repeat accurately some sounds in the target language
- Can say a few words such as: greetings and simple response
- Can give their name, can ask a question about someone's name
- Can say 'how they are feeling'

Listening:

A focus on sound spelling runs throughout the language teaching

- Can listen and join in with the main parts of a song, story or rhyme
- Can listen to and enjoy a story in Spanish
- Beginning to identify accurately some sounds in the target language
- To understand and respond to some familiar core Spanish language

Reading:

A focus on sound spelling runs throughout the language teaching

- Beginning to recognise some important words written in Spanish e.g. greetings or colour

Culture:

- Exploring authentic Spanish rhymes, songs and stories
- Investigating shared and Spanish specific festivals and celebrations
- Celebrating similarities and differences between cultures
- Developing our understanding of people in the world around us

Prior Learning

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

- Children can listen and respond physically to the months of year in Spanish
- Children can name their birthday month in Spanish
- Children can identify written Spanish months

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

- Children can listen and respond to an authentic rhyme about butterflies in Spanish
- Children can say aloud specific sounds in unfamiliar nouns in Spanish
- Children know some facts about the Easter bells and the role of these in a Spanish Easter in Spanish

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
La mariposa	Butterfly
La abeja	Bee
El saltamon	Grasshopper
La hormiga	Ant
La libelula	Dragonfly
El gusano	Caterpillar
El grillo	Cricket
La mariquita	ladybird

Session 1:

Listening, repeating and beginning to remember the sequence of minibeast nouns.

Eg. Listen and practise butterfly fly song 'vuela mariposa vuela!' (fly butterfly fly!) Children explore different minibeast nouns, practising saying them and then creating an action to help them remember the minibeast noun in Spanish.

Session 2:

Listening, recalling, and joining in with minibeast song about a butterfly.

E.g. Revisit song from previous sessions. Children recall any minibeasts they remember the name of. Show mini beast pictures, children play Pedro dice (Simon says) using actions of minibeasts.

Session 3:

Recalling minibeast nouns.

E.g. La mariposa – butterfly La abeja – Bee El saltamontes – grasshopper La hormiga - ant La libelula – dragon fly El gusano – caterpillar El grillo - cricket la mariquita – lady bird. Children place minibeast words on habitat picture. Do we agree it is the suitable habitat?

Session 4:

Understanding and joining in with a simple story.

E.g. ¿Quieres jugar conmigo? dijo la mariposa. ¡No! soy muy tierna! Dijo el gusano. ¿Quieres jugar conmigo? ¡No! ¡Soy muy pequeño! Dijo la hormiga. ¿Quieres jugar conmigo? Dijo la abeja, ¡Yo no! ¡Estoy muy ocupado! ¿Quieres jugar conmigo? ¡No! salto mucho! dijo el saltamontes. ¿Quieres jugar conmigo? ¡No! ¡Soy muy rápido! Etc,

Session 5:

Recalling numbers and colours.

E.g Watch and join in with song: Zumba Zuma Abejas (Zumba, Zumba Bees). What other minibests can you spot and name? Children use their number and colour knowledge to describe minibests they could see. Eg. cuatro abejas amarillas (four yellow bees).

Session 6:

Exploring a song and a seasonal story about chocolate and Easter eggs.

E.g. Children watch, listen and join in with the chocolate song and easter egg song (<https://pln.myyle.co.uk/get.php?4L2426CC242423>) . Discuss similarities and differences between the English language and Spanish language.

Subject: MFL

Year: KS1 Year B

Term: Summer 1

TOPIC: Dinosaur Kingdoms

WPAT PoS:

Speaking:

A focus on sound spelling runs throughout the language teaching

- Can say and understand a few important words in Spanish
- Can attempt join in with the main part of a Spanish story or rhyme
- Can attempt to repeat accurately some sounds in the target language
- Can say a few words such as: greetings and simple response
- Can give their name, can ask a question about someone's name
- Can say 'how they are feeling'

Listening:

A focus on sound spelling runs throughout the language teaching

- Can listen and join in with the main parts of a song, story or rhyme
- Can listen to and enjoy a story in Spanish
- Beginning to identify accurately some sounds in the target language
- To understand and respond to some familiar core Spanish language

Reading:

A focus on sound spelling runs throughout the language teaching

- Beginning to recognise some important words written in Spanish e.g. greetings or colour

Culture:

- Exploring authentic Spanish rhymes, songs and stories
- Investigating shared and Spanish specific festivals and celebrations
- Celebrating similarities and differences between cultures
- Developing our understanding of people in the world around us

Prior Learning

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

- Children can listen and respond to an authentic rhyme about butterflies in Spanish
- Children can say aloud specific sounds in unfamiliar nouns in Spanish
- Children know some facts about the Easter bells and the role of these in a Spanish Easter in Spanish

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

- Children can listen to and respond to a story containing from familiar language (names, colours and greetings) in Spanish.
- Children can identify numbers and colours in spoken and written form in Spanish.
- Children can practise, remember and perform a poem in Spanish about the animal Kingdom.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
El dinosaurio	Dinosaur
Azul	Blue
Blanco	White
Rojo	Red
Verde	Green
naranja	Orange

Session 1:

Practising numbers between one and ten.

Such as: Participating in dinosaur games using numbers: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez (one, two, three, four, five, six, seven, eight, nine, ten). Counting dinosaurs in Spanish using dinosaur voices.

Session 2:

Recall and practise colours.

Such as: Participating and joining in with the dinosaur Spanish song and actions. Revisiting colours using dinosaur game on board. Children complete missing colour words from sentences. Eg. El dinosaurio es azul/blanco/rojo/verde/naranja. (The dinosaur is blue/white/red/green/orange.)

Session 3:

Listening, joining in with and exploring familiar Spanish language in different contexts.

Such as: Joining in with Dinosaur song with actions. Looking at habitats of dinosaurs. Which dinosaurs lived in different habitats. Counting the dinosaurs that live in different habitats.

Session 4:

Listening and responding to instructions and participate in a spoken performance.

See below:

iBuscad los dinosaurios!

1,2,3,

iDoblad las rodillas!

4,5,6.

iLevantad los brazos!

7,8,9.

iBatid las pamas!.

10 .

iVamos!

1,2,3,4,5,6,7,8,9,10.

iSilencio!

iMirad!

iLos dinosaurios!

Look for the dinosaurs!

1,2,3,

Bend your knees!

4,5,6.

Raise your arms!

7,8,9.

Beat the dads!

10

Go!

1,2,3,4,5,6,7,8,9,10.

Silence!

Look!

The dinosaurs!

Session 5:

Revisit, practise and perform and action poem.

Eg. Joining in with singing the dinosaur song as well as the actions. Children go on a dinosaur hunt and perform the dinosaur poem for peers. Eg. iBuscad los dinosaurios! 1,2,3,iDoblad las rodillas! 4,5,6.

iLevantad los brazos! 7,8,9. Batid las pamas!.10 .iVamos!1,2,3,4,5,6,7,8,9,10. iSilencio!iMirad! iLos dinosaurios!

Subject: MFL

Year: KS1 Year B

Term: Summer 2

TOPIC: Celebrate

WPAT PoS:

Speaking:

A focus on sound spelling runs throughout the language teaching

- Can say and understand a few important words in Spanish
- Can attempt join in with the main part of a Spanish story or rhyme
- Can attempt to repeat accurately some sounds in the target language
- Can say a few words such as: greetings and simple response
- Can give their name, can ask a question about someone's name
- Can say 'how they are feeling'

Listening:

A focus on sound spelling runs throughout the language teaching

- Can listen and join in with the main parts of a song, story or rhyme
- Can listen to and enjoy a story in Spanish
- Beginning to identify accurately some sounds in the target language
- To understand and respond to some familiar core Spanish language

Reading:

A focus on sound spelling runs throughout the language teaching

- Beginning to recognise some important words written in Spanish e.g. greetings or colour

Culture:

- Exploring authentic Spanish rhymes, songs and stories
- Investigating shared and Spanish specific festivals and celebrations
- Celebrating similarities and differences between cultures
- Developing our understanding of people in the world around us

Prior Learning

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

- Children can listen and respond to a story containing familiar language (names, colours and greetings) in Spanish.
- Children can identify numbers and colours in spoken and written form in Spanish.
- Children can practise, remember and perform a poem in Spanish about the animal Kingdom.

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

- Children can listen and respond to a story using familiar language containing names, colours, greetings, numbers and animals in Spanish
- Children can practise, remember and perform an action song in Spanish
- Children know some facts about Mexican birthdays and piñatas and begin to understand that Spanish is spoken in countries other than Spain

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Flores	Flowers
rojo	Red
amarillo	Yellow
verde	Green
Naranja	Orange
azul	Blue
alta	Tall
Pequeña	short

Session 1:

Learning the words to an authentic Spanish song.

Eg. Listen, watch and dance along to the song: 'Somos como las flores' ('We are like flowers')

https://www.youtube.com/embed/ztJZHmeSjog?autoplay=1&controls=1&showinfo=0&showsearch=0&modestbranding=1&rel=0&autohide=1&iv_load_policy=3&version=2&wmode=transparent&theme=light. Children draw a picture of flowers with the title 'somos como las flores'. Children share pictures and join in with song again.

Session 2:

Continuing to learn words to an authentic Spanish song.

E.g. Continue to listen, watch and dance along to the song: 'Somos como las flores' ('We are like flowers') Listen to and follow the 'Plant Pot Story' - ¡ Planta las semillas, planta las semillas! ¡ Riega las semillas, riega las semillas! ¡ Brilla Sol, brilla Sol! ¡ Mira cómo crecen ! ¡ Mira cómo crecen ! ¡ Aquí están las flores! ¡ Aquí están las flores! ¡ Planta las semillas! ¡ Riega las semillas ! ¡ Brilla Sol, brilla Sol ! ¡ Mira como crecen , mira como crecen! ¡ Aquí están las flores, aquí están las flores! (Plant the seeds, plant the seeds! water the seeds, water the seeds! Sun shine, sun shine! Look how they grow! Look how they grow! Here are the flowers! Here are the flowers! Plant the seeds! Water the seeds! Sun shine, sun shine! Look how they grow look how they grow! Here are the flowers, here are the flowers!)

Session 3:

Understanding a story and remember and retell a story.

Eg. Re read Plant Pot Story. Look at story again with mixed up event in the story. Children must re-organise the story correctly. Children make up an action song with the words of the story to the tune of 'London's Burning'. Children present and perform their song to the class.

Session 4:

Remembering most of the words to a song and Plant Pot Story.

Eg. Children recap phrases from plant pot story and play 'Pedro dice' (Simon says) with phrases and action. Children continue to perform their action song with the words of the story to the tune of London's Burning.

Session 5:

Finding out some information about pinatas and playing the pinata game at parties.

Eg. Children watch video of mexican children and party games with pinatas. Discuss with children what are pinatas and the items you might find in a pinata for a party. Children play guessing game using their knowledge of some nouns that may be in the pinata.