

Subject: MFL

Year: LKS2 Year B

Term: Autumn 1

TOPIC: Welcome to our School

NC/PoS:

Reading:

A focus on sound spelling runs throughout the language teaching

- Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)
- Recognises conjunctions to create extended sentences
- Reads carefully and show understanding of words, phrases and simple writing
- Can recognise, understand and read out familiar words, phrases and sentences
- Can read aloud familiar and make a good attempt to read aloud unfamiliar words and phrases and sentences
- Can understand and gather information in extended sentences and sequences of sentences in written text
- Can identify and read aloud unfamiliar language containing familiar sounds
- Appreciates simple stories, songs, poems and rhymes in the language
- Able to broaden their vocabulary using reference tools e.g. bilingual dictionaries and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Listening:

A focus on sound spelling runs throughout the language teaching

- Carefully answers simple questions on several topics and can express opinions
- Can understand the main points from a series of spoken sentences (including questions) may require some repetition
- Can understand and gather information in extended sentences and sequences of sentences in written text
- Can listen to and join in with rhymes, songs and stories
- Can understand the main points and simple opinions of a longer spoken sequences

Writing:

A focus on sound spelling runs throughout the language teaching

- Can write two or three short sentences as a personal response using references to materials / with support
- Attempts to use accurately nouns and adjectives
- Uses conjunctions to create extended sentences
- To write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic

Speaking:

A focus on sound spelling runs throughout the language teaching

- Can understand the main points from a series of spoken sentences (including questions) may require some repetition
- Asks questions and answers simple questions on several topics and can express opinions
- Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Prior Learning

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

- Children can say when they live in Spanish.
- Children can complete some simple sentences to say where they live and what they are called in Spanish.
- Children can recall nouns for picnic items in Spanish.
- Children can write a sentence eg. 'I live in Warrington' in Spanish.
- Children can write a simple descriptive sentence, using verb, noun and adjective.

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

- Children can ask and answer questions about self in Spanish
- Children can listen, recall and respond to classroom instructions in Spanish
- Children can say and write the name of rooms in school in Spanish
- Children can say and write nouns for some classroom objects in Spanish
- Children can complete the sentence "Hay (there is / are)_with classroom object nouns

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
¿Como te llamas?	What's your name?
¡Hola!	Hello!
¿Cómo estás?	How are you?
Me llamo...	My name is...
Encuentra	Find me
Escucha	Listen
Canta conmigo	Sing with me
Este es un colegio en Espana	This is a school in Spain
los baños	the bathrooms
el salon	the hall
la oficina	the office
la clase de computación	the computer class
la sala de profesores	the teachers' room
receso	playground
la clase	the class

Session 1:

Asking and answering several questions about myself.

Eg. ¿Como te llamas? ¡Hola! ¿Cómo estás? Me llamo... No estoy bien.

Estoy bien. ¡Hasta pronto! ¿Y tu? ¡Adiós! (What's your name? Hello! How are you? My name is...

No, I'm fine. I'm good. See you soon! And you? Bye!)

Session 2:

Recalling numbers 1 to 10 and some classroom instructions.

E.g. no dos tres cuatro cinco seis siete ocho nueve diez (one two three four five six seven eight)

Using words such as: Encuentrame. Ensename. Escucha. Repetir. Canta Conmigo. Cuenta conmigo. Juguemos un juego (Find me. Show me. Listen. Repeat. Sing with me. Count with me. Let's play a game.)

Session 3:

Saying and reading numbers 11 to 20.

Eg. once doce trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte (eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty).

Session 4:

Remembering days and months.

Eg. lunes martes Miércoles Jueves Viernes Sábado Domingo (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday). 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 5:

Saying and writing the names of rooms in my school.

Eg. Este es un colegio en Español, los baños, el salón, la oficina, la clase de computación, la sala de profesores, receso, la clase (This is a school in Spanish, the bathrooms, the hall, the office, the computer class, the teachers' room, playground, the class).

Session 6:

Saying and writing nouns for classroom items.

Eg. Mochila, mesa, silla, regla, pegamento, lápiz, bolígrafo, tijeras, lápices de colores, goma, sacapuntas, libro (Backpack, table, chair, ruler, glue, pencil, pen, scissors, colored pencils, eraser, sharpener, book).

Subject: MFL

Year: LKS2 Year B

Term: Autumn 2

TOPIC: My Local Area, Your Local Area

NC/PoS:

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- Children can complete the sentence "Hay (there is / are)_with classroom object nouns

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

- Children can say and recognise some places in a town in Spanish
- Children can give simple directions in a town eg. 'Where is...' in Spanish
- Children can read and understand some useful directions in Spanish
- Children can identify differences between a Spanish town and Warrington in Spanish
- Children can copy some names of places and shops in a town: Church, shoe shop, florist, toy shop, park, pharmacy, town hall in Spanish
- Children can write a sentence using "Hay (there is /are) and nouns of shops in a place or town

Key Vocabulary Spanish Translation

¿Qué hay en la ciudad?- (city)?
La ciudad hay ...
Bienvenidos
El parque
El zoo
El museo
El centro comercial
La galería de arte
La estación de tren
La piscina
La ciudad
La juguetería
La zapatería
La floristería

Key Vocabulary English Translation

What's in the town
In the city there is/ there are
Welcome
The park
The zoo
The museum
The shopping centre
The art gallery
The station
Swimming Pool
The city
Town/City
Toy shop
Shoe shop

Session 1:

Writing my own fireworks poem.

Eg. Rojo, verde, azul, rosa suben bajan hay et estrella (Red, green, blue, pink go up go down and stars!)

Session 2:

Reading and understanding some commands.

Eg. Cuenta conmigo. Encuentra. Enseñame. Escucha. Repite. Canta conmigo. (Count on me. Find. Teach me. Listen. Repeat. Sing with me.)

Session 3:

Saying and understanding classroom instructions.

Eg. Escuchad. Levantatos mirad. Leed. Repetid. Sentaos. (Listen. Get up look. Read. Repeat. Sit down).

Session 4:

Saying and recognising places in town.

Eg. ¿Qué hay en la ciudad? (What's in the town (city)?) En la ciudad hay(In the city there is/ there are) Bienvenidos (welcome) El parque (the park) El zoo (the zoo) El museo (the museum) El centro comercial (the shopping centre) La galería de arte (the art gallery) La estación de tren (the station).

Session 5:

Asking 'where is..?' in Spanish and classify nouns (masculine and feminine)

Eg. Aquí está la cafetería. Aquí está la carnicería. Aquí está el cine. Aquí está el colegio. Aquí está la farmacia. Aquí está la panadería. (Here is the cafeteria. Here is the butcher shop. Here is the cinema. Here is the school. Here is the pharmacy. Here is the bakery.)

Session 6:

Identifying and naming shops in Spanish

e.g A la librería (to the library), A la papelería (to the stationary shop), A la floristería (to the florist), A la juguetería (to the toy shop), A la zapatería (to the shoe shop), A la perfumería (to the perfumery)

Subject: MFL

Year: LKS2 Year B

Term: Spring 1

TOPIC: Family Members & Faces

NC/PoS:

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Prior Learning

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

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- Children can copy some names of places in a town: Church, shop, park, pharmacy, town hall in Spanish
- Children can write a sentence using "Hay (there is /are) and nouns of shops in a place or town

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

- Children know some important facts about Epiphany in Spain
- Children can say some family nouns in Spanish

- Children can write personal information sentences in 1st person singular about a family member in Spanish

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Mamá papá hermano hermana bebé perro abuela abuelo	Mum dad brother sister baby dog Gran Grandad

Session 1:

Learning about Epiphany celebrations in Spain.

Eg. In Spain, everyone knows who Melchor, Gaspar and Baltasar are.

They are Los Reyes Magos (The Three Wise Men) who come from the Far East with their camels and leave presents in Spanish homes on the night of the 5th January. Spanish children write a letter to them saying how they have behaved during the year and what they would like to get. On the 5th January at night people welcome them into their cities with big parades and the Reyes Magos throw sweets as they make their way around.

Session 2:

Saying nouns of some family members.

Eg. Mamá, papá, hermano, hermana, bebé, perro, abuela, abuelo (Mum, Dad brother, sister, baby dog. Grand Grandad.)

Session 3:

Write an introduction of a family member.

Eg. hola soy papa. hola soy mama. hola soy hermano. hola soy hermana. hola soy bebe. hola soy abuela. hola soy el abuelo. Hola soy perro. (Hi, I'm dad. Hi, I'm mum. Hi I'm brother. Hi, I'm sister. Hi, I'm baby. Hi I'm gran. Hi, I'm Grandad. Hi, I'm dog.)

Session 4:

Understanding and say some parts of the face.

Eg. la cabeza (head) la nariz (nose), las orejas (ears), la ojos (eyes), ya boca (mouth), el pelo (hair).

Session 5:

Understanding some simple sentences to describe a person.

Eg. una persona tiene (a person has), pelo negro (black hair), ojos verdes (green eyes), dos orejas (two eyes), uno nariz (one nose) et uno boca (one mouth).

Session 6:

Write a simple sentence to describe a person.

e.g Tengo-Un/una- ojo/pelo, boca/nariz/oreja- azul, rosa, verda, amarillo, morado, rojo
I've got- article- eyes/hair/mouth/nose/ears- blue/pink/green/yellow/purple/red

Subject: MFL

Year: LKS2 Year B

Term: Spring 2

TOPIC: Face and Body Parts

NC/PoS:

Reading:

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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
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Speaking:

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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)

- Children know some important facts about Epiphany in Spain
- Children can say some family nouns in Spanish
- Children can write personal information sentences in 1st person singular about a family member in Spanish

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

- Children can understand and respond to body part nouns and commands in Spanish
- Children can describe an person using nouns, numbers and colours in Spanish
- Children can identify singular and plural body parts in Spanish
- Children can write some body parts in Spanish
- Children can write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective

Key Vocabulary	Key Vocabulary
Spanish Translation	English Translation
El pie, pies	The foot, feet
El brazo, brazos	The arm, arms
La mano, manos	The hand, hands
La Cabeza	The head
La rodilla, rodillas	The knee, knees
Mueve	Move
Toca	Touch
Baila	Dance
Tiene	Have

Session 1:

Say nouns for parts of the body and face.

Eg. El pie, El brazo, La mano , La cabeza, La rodilla (the foot, the arm, the hand, the head, the knee).

Session 2:

Understand and respond to face and body parts nouns

Eg. El pie, El brazo, La mano , La cabeza, La rodilla (the foot, the arm, the hand, the head, the knee).

Session 3:

Understanding and responding to face and body parts nouns and commands.

Eg. Mueve el pie (Move your knees), Toca las piernas (Touch your legs) Baila el braza (dance with your arms).

Session 4:

Identify singular and plural parts of the face and body

Eg. Brazo- brazos, pie-pies, mano, manos, ojo-ojos (arm-arms, foot-feet, hand- hands, eye-eyes)

Session 5:

Describing people using nouns, numbers and colour I have learnt.

Eg. Tiene dos ojos azules. Ella tiene el cabello rojo. Tiene dos piernas. Ella tiene dos orejas rojas. (He has two blue eyes. She has red hair. He has two legs. She has two red ears.)

Session 6:

Write a simple description of a familiar animal or person.

Eg. Una araña tiene seis ojos y ocho piernas (A spider has six eyes and eight legs).
Mama tiene dos ojos azules y el cabello rojo. (Mum has two blue eyes and red hair).

Subject: MFL

Year: LKS2 Year B

Term: Summer 1

TOPIC: Not feeling well/Jungle Animals

NC/PoS:

Reading:

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Listening:

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Prior Learning

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

- Children can understand and say aloud some animal nouns in Spanish
- Children can understand and join in with a song about the jungle 'Que ves?'
- Children can understand and respond to body part nouns and commands in Spanish
- Children can describe an person using nouns, numbers and colours in Spanish
- Children can write some body parts in Spanish

- Children can write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective

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

- Children can understand and remember some jungle animal nouns in Spanish
- Children can understand adjectives to describe jungle animals in Spanish
- Children can write a simple sentence or sequence of sentences to describe a jungle animal in Spanish
- Children can understand and write simple phrases and sentences in Spanish
- Children can write a sequence of simple descriptive sentences, using verb, noun and adjective

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
¿Qué te pasa? No me siento bien Me duele la muela Me duele la cabeza Me he cortado la rodilla Me duele el oído Me duele la tripa La selva La jirafa La serpiente El loro El mono El tigre El elefante	What's wrong? I don't feel well My tooth hurts I have a headache I have cut my knee I have earache I have tummy ache The jungle The giraffe The snake The parrot The monkey The tiger The elephant

Session 1:

Remembering parts of the body and explain why I don't feel well or what hurts.

Eg. No me siento bien (I don't feel well), Me duele la muela (My tooth hurts), Me duele la cabeza (I have a headache) etc.

Session 2:

Taking part in a role play dialogue at the doctor's surgery.

Eg. ¡No me siento bien! ¿Qué te pasa? ¡me duele la muela! ¡No me siento bien! ¿Qué te pasa? ¡Me duele la cabeza! ¡No me siento bien! ¿Qué te pasa? ¡Me he cortado la rodilla! (I do not feel well! What's wrong? My tooth hurts! I do not feel well! What's wrong? I have a headache! I do not feel well! What's wrong? I've cut my knee!)

Session 3:

Understanding and naming jungle animals in Spanish.

Eg. La jirafa- the giraffe La serpiente- the snake El loro - the parrot El mono - the monkey El tigre- the tiger El elefante - the elephant.

Session 4:

Understanding a simple story and understanding adjectives to describe jungle animals.

La selva	The jungle
Andando por la selva	Walking through the jungle
¿Qué puedes ver?	What can you see?
Escucha y mira	Listen and look
Alta y naranja	Tall and orange
Una jirafa es	It's a giraffe
Larga y verde	Long and green
Una serpiente es	It's a snake
Colorido y pequeño	Colourful and small
Un loro es	It's a parrot
Travieso y marron	Naughty and brown
Un mono es	It's a monkey
Naranja y terrible	Orange and scary
Un tigre es	It's a tiger
Grande y gris	Big and grey
Un elefante es	It's an elephant

Session 5:

Writing a sentence using a noun, a verb and adjectives to describe animals.

Eg. ¿Qué puedes ver? = What can you see? una jirafa/una serpiente/un loro/un mono/un tigre/un elefante es largo/a alto/a pequeño/a terrible travieso/a verde naranja colorido marrón grande rápido/a. (a giraffe/a snake/a parrot/a monkey/a tiger/an elephant is.... long tall small terrible naughty green orange colorful brown big fast.)

Session 6:

Create and write a jungle explorer story

Eg. Andando por la selva, ¿qué puedes ver ? (Walking through the jungle, what can you see?) Escucha y mira Alta y naranja. ¡Es una jirafa! (Tall and orange. It's a giraffe!) Multicolor y pequeño. ¡Es un loro! (Multi-colored and small. It's a parrot!) Rápido y marrón. ¡Es un mono! (Fast and brown. It's a monkey!) Naranja y terrible. ¡Es un tigre! (Orange and terrible. It's a tiger!) Grande y gris. ¡Es un elefante! Big and grey. It's an elephant!

Subject: MFL

Year: LKS2 Year B

Term: Summer 2

TOPIC: The weather/ice-creams

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)
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Prior Learning

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

- Children can understand and remember some jungle animal nouns in Spanish
- Children can understand adjectives to describe jungle animals in Spanish

- Children can write a simple sentence or sequence of sentences to describe a jungle animal in Spanish
- Children can understand and write simple phrases and sentences in Spanish
- Children can write a sequence of simple descriptive sentences, using verb, noun and adjective

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

- Children can say different types of weather phrases in Spanish
- Children can name the seasons in Spanish
- Children can write a simple sentence to describe the weather in Spanish
- Children can say ice cream flavours and spot sounds in the flavours in Spanish
- Children can say an ice cream order in Spanish

<p align="center">Key Vocabulary Spanish Translation</p>	<p align="center">Key Vocabulary English Translation</p>
<p>¿Qué tiempo hace? Hace sol – Hace viento Hay niebla Hace calor Hace frío Está nevando Está lloviendo Primavera el verano Invierno otoño</p>	<p>What's the weather like? It's sunny It's windy It's foggy It's hot It's cold It's snowy It's raining Spring Summer Winter Autumn</p>

Session 1:

Saying different types of weather.

Eg. Sol, lluvia, viento y nieve. (Sun, rain, wind and snow)

Session 2:

Describe the weather in different seasons.

Eg. En primavera hace sol (In Spring it's sunny). En winter está nevando y Hace frío (In Winter it's snowing and cold).

Session 3:

Use simple phrases to give a weather forecast.

Eg. En Mallorca hace sol y esta nublado (In Mallorca, it's sunny and foggy). En A Cornua hace frior y esta lloviendo (In A Cornua it's cold and it's raining).

Session 4:

Saying and remembering different flavours of ice cream.

Eg. Un helado de chocolate- a chocolate ice cream. Un helado de limón - a lemon ice cream. Un helado de fresa - a strawberry ice cream. Un helado de frambuesa - a raspberry ice cream. Un helado de menta - a mint ice cream. Un helado de vainilla - a vanilla ice cream.

Session 5:

Identifying sounds in ice cream flavours.

Eg. "vai" "nilla" "buesa" "helado"

Session 6:

Asking for my own perfect ice cream.

Eg. Me gustaría – I would like Un helado- an ice cream Un helado de chocolate- a chocolate ice cream Un helado de limón - a lemon ice cream Un helado de fresa - a strawberry ice cream Un helado de frambuesa - a raspberry ice cream Un helado de menta - a mint ice cream Un helado de vainilla - a vanilla ice cream Por favor- please