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| **Subject: MFL Year: Phase 2 Year A**  **Term: Autumn**  **TOPIC:**  **My School (Classroom Instructions), Myself, My Family (Members and Face)**  **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 phrasesCan 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 |

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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 * 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)* **EYFS & KS1**   * Can respond physically to some classroom instructions. * Can join with ‘Finger Family’ song. * Can recall some body part nouns. |

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| **Long-term Learning (what pupils MUST know and remember) end goals**   * Can listen, recall and respond to classroom instructions in Spanish. * Can say some family nouns in Spanish. * Can write in first person singular about family members in Spanish. * Can recall some parts of the face in Spanish. | |
| **Key Vocabulary Spanish Translation**  **¡** Escuchad! **¡** Repetid!  **¡** Miradme!  **¡** Levantaos!  **¡** Sentasos!  **¡** mostradme!    Mamá  papá hermano hermana bebé abuela abuelo    La cabeza  La nariz  Las orejas  La ojos  Ya boca  El pelo | **Key Vocabulary**  **English Translation**  Listen  Repeat  Look  Stand up  Sit down  Show me      Mum  dad brother sister baby Gran  Grandad      Head  Nose  Ears  Eyes  Mouth  Hair |
| Session 1:  **Responding to Classroom Instructions**    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.) | |
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| 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 | |
| Session 7:  **Learning how Christmas is celebrated in Spain**    Such as: ¡Feliz Navidad! (Happy Christmas), 31st 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 ) 5th 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 6th January- Dia de Reyes (Kings Day), similar to our Christmas day. | |

**Subject: MFL Year: LKS2 Year A**

**Term: Spring**

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| **TOPIC: Places (In My Town, Doctors), Calendar (Days and Months, Easter Traditions)**    **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* |

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| * 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)* **EYFS & KS1**   * Can listen and respond physically to days of the week. * Attempt to say a day/sequence of days of the week in Spanish. * Listen and respond physically from 1-10. * Attempt to say a number/sequence of numbers in Spanish. |
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| **Long-term Learning (what pupils MUST know and remember) end goals**   * Can recall key places in the town in Spanish. * Can say, read and write simple directions around a town in Spanish. * Can say how they feel when unwell in Spanish. * Can understand, say and write some days of the year and months of the year in Spanish.  Identify similarities and differences between how Easter is celebrated in the UK and in Spain. | |
| **Key Vocabulary**  **Spanish Translation**    ¿Qué hay en la ciudad?- (city) ….?  La ciudad hay …  El parque  El zoo  El museo  El centro comercial  La estación de tren  La piscina    ¿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    mes del año días de la semana      La cesta  Los conejos  Los huevos  Las flores | **Key Vocabulary**  **English Translation**    What’s in the town  In the city there is/ there are  The park  The zoo  The museum  The shopping centre  The station  Swimming Pool    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    Months of the year  Days of the week    The basket  The rabbits  The eggs  The flowers |
| Session 1:  **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 | |

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| centro comercial (the shopping centre) La galería de arte (the art gallery) La estación de tren (the station). |
| Session 2:  **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 3:  **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) |
| Session 4:  **Asking and answering feelings in Spanish**    Such as: ¿Cómo estás? (How are you?) estoy bien (I am good) estoy bien (I am fine)  no estoy bien (I am not good)  ¿Y usted? (And you?)  ¿Como te llaman? (What are you called?) me llamo (I am called...) |
| Session 5:  **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 6:  **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 7:  **Say and write some numbers between 1-31**    Such as: 1-31 (uno dos tres...) |
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| Session 8:  **Reading and writing dates in Spanish**    Such as: Lunes uno de enero, Sabado cuatro de agosto (Monday January 1st, Saturday August  4th) |
| Session 9:  **Understanding and using Easter Vocabulary**    Such as: La cesta, Los conejos, Los huevos, Las flores (The basket, The rabbits, The eggs, The flowers) |

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| **Subject: MFL Year: LKS2 Year A**  **Term: Summer**    **TOPIC: Food (Fruit & Vegetables/Picnics), Adjectives (Animals).**  **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:** |

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| *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 |

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| * 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)*  **EYFS & KS1**   * Can listen, respond physically and attempt to say please and thank you in Spanish. * Listen and respond physically and attempt to say colours in Spanish. * Know some fruits in Spanish. * Know some animals in Spanish. | |
| **Long-term Learning (what pupils MUST know and remember) end goals**   * Can ask politely for fruit and vegetables in Spanish. * Can write, with support, a simple sentence in first person singular in Spanish. * Can write a simple sentence to describe a jungle animal in Spanish. * Can understand adjectives to describe jungle animals in Spanish. | |
| **Key Vocabulary**  **Spanish Translation**    me gustaría por favor Gracias una manzana Un plátano  Un tomate  Una zanahoria Una naranja una pera Un melón  Un pepino  Uvas    La selva  La jirafa  La serpiente | **Key Vocabulary**  **English Translation**    I would like  Please  Thank you  Apple  Banana  Tomato  Carrot  Orange  Pear  Melon  Cucumber  Grapes    The jungle  The giraffe  The snake  The parrot |

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| El loro  El mono  El tigre  El elefante | The monkey  The tiger  The elephant |
| 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 manazanas verdes, cuatro naranjas, un pepino, seis peras (two green apples, four oranges, one cucumber, six pears) | |
| Session 3:  **To ask politely for an item**  Eg. Quisiera una manzana. (I would like an apple) Quisiera ina naranj, grasias (I would like an orange, thank you.) | |
| Session 4:  **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](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)  [/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 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.) | |

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| Session 7:  **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. |
| Session3:  **Writing phrases to build a picnic story**  Such as: A la montana azul. A el campo verde. (To the blue mountain. To the green field.) |
| Session 9:  **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 10:  **Understanding a simple story and understanding adjectives to describe jungle animals** |
| Session 11:  **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 12:  **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!