**Subject: MFL Year: Phase 2 Year B**

**Term: Autumn**

**TOPIC: My School (Rooms and Classroom Items), Myself, My Family (Members and Body Parts)**

**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 shore 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

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| **Prior Learning**  *(Examples of the below can be found in previous term MTP session breakdowns)*  **EYFS & KS1**   * Can listen, respond and say numbers up to 10 in Spanish * Can attempt to say a number or sequence of numbers in Spanish * Can join in with ‘Finger Family’ song | |
| **Long-term Learning (what pupils MUST know and remember) end goals**   * Can say and write the name of rooms in school in Spanish * Can say and write nouns for some classroom objects in Spanish * Can complete the sentence “Hay (there is/there are) with classroom object nouns. * Can understand and respond to body part nouns in Spanish * Can write a description of a person using nouns, numbers and colours in Spanish | |
| **Key Vocabulary**  **Spanish Translation**    Este es un colegio en Espana los baños el salon la oficina  la clase de computación la sala de profesores receso la clase    Mesa  silla,  Regla  Lapiz  Boligrafo  Tijeras  Libro    El pie, pies  El brazo, brazos  La mano, manos | **Key Vocabulary**  **English Translation**    This is a school in Spain the bathrooms the hall the office the computer class the teachers' room playground  the class    Table  Chair  Ruler  Pencil  Pen  Scissors  book      The foot, feet  The arm, arms  The hand, hands |

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| La Cabeca  La rodilla, rodillas  Mueve  Toca  Baila  Tiene | The head  The knee, knees  Move  Touch  Dance  Have |
| Session 1:  **Saying and writing the names of rooms in my school**  Eg. Este es un colegio en Espanol, los baños, el salon, la oficina, la clase de computación, la sala de profesores, receso, la clase (This is a school in Spain, the bathrooms, the hall, the office, the computer class, the teachers' room, playground, the class). | |
| Session 2:  **Saying and writing nouns for classroom items**    Eg. Mochila, mesa, silla, regla, pegamento, lapiz, boligrafo, tijeras, lapices de colores, goma, sacapuntas, libro (Backpack, table, chair, ruler, glue, pencil, pen, scissors, colored pencils, eraser, sharpener, book). | |
| Session 3:  **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 4:  **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 5:  **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 6:  **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 7:  **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 8:

**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).

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| **Subject: MFL Year: LKS2 Year B**  **Term: Spring**  **TOPIC: Places (Where I Live), Calendar (My Age, Carnival)**  **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* |

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| * Can write two or three shore 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)* **EYFS & KS1**   * Can listen and respond physically to numbers 1-10 * Can join in and attempt to sing ‘Cumpleanos Feliz” * Know there are similarities and difference between English and Spanish cultures * Can say “What’s your name?” and “My name is...” in Spanish | |
| **Long-term Learning (what pupils MUST know and remember) end goals**   * Can answer questions about where they live in Spanish * Can identify differences between a Spanish town and Warrington in Spanish * Can recall some facts about the Spanish festival of Carnival * Can ask and answer questions about their age in Spanish * Say and write some numbers between 1-31 | |
| **Key Vocabulary**  **Spanish Translation**    ¿Donde vives? Vivo en...  Inglaterra    İHoy es carnaval! ¿Cuántos años tienes?  tengo cinco años | **Key Vocabulary**  **English Translation**    Where do you live?  I live in...  England    Today is carnival! How old are you?  tengo cinco años (I am five years old) |
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| Session 1:  **To say where I live in Spanish**  Eg. ¿Donde vives? Vivo en Warrington, Inglaterra.(Where do you live? I live in Warrington, England.). | |
| Session 2:  **Asking “Where do you live?” and understanding the answers**  Such as: ¿Donde vives? Vivo en Granada ¿Donde vives? Vivo en Barcelona, ¿Donde vives? Vivo en Salamanca (Where do you live? I live in Granada. Where do you live? I live in Barcelona, where do you live? I live in Salamanca) | |
| Session 3:  **To know some facts about the Carnival celebration in Spain**    Such as: The word ‘Carnival’ coming from the Italian word ‘carne vale’ meaning ‘good bye to the flesh’ so this is related to Mardi Gras (Fat Tuesday/Shrove Tuesday) which has the same religious origin meaning. Children look at similarities and differences between English Shrove Tuesday (Pancakes) and Spanish Mardi Gras. | |
| Session 4:  **Say and write some numbers between 1-31**    Such as: 1,2,3.... (uno dos tres...) | |
| Session 5:  **To ask and answer my age in Spanish**    Such as: ¿Cuántos años tienes? (How old are you?) tengo cinco años (I am five years old) tengo siete años (I am seven years old). Tengo ocho años (I am eight years old). | |
| Session 6:  **Taking part in simple dialogue about myself**    Such as: Me llamo..., estoy..... , tengo x anos, mi animals favorito es...., mi color favorito es.... (My name is..., I am...., I am x years old, My favorite animals is...., My favorite color is....) | |

# Subject: MFL Year: LKS2 Year B

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| **Term: Summer**  **TOPIC: Food (Ice Cream), Adjectives (The Weather)**  **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 shore 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 |
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| **Prior Learning**  *(Examples of the below can be found in previous term MTP session breakdowns)*  **EYFS & KS1**   * Know similarities and differences of weather in different countries. * Can describe the weather by using some key words in Spanish. | |
| **Long-term Learning (what pupils MUST know and remember) end goals**   * Can say different types of weather phrases in Spanish * Can name the seasons in Spanish * Can write a simple sentence to describe the weather in Spanish * Can say ice cream flavours and spot sounds in the flavours in Spanish * Can say an ice cream order in Spanish | |
| **Key Vocabulary**  **Spanish Translation**      Un helado  Limón  Fresa  Vainilla    ¿Qué tiempo hace?  Hace sol – Hace viento  Hay niebla  Hace calor  Hace frío  Está nevando  Está lloviendo  Primavera el verano Invierno  otoño | **Key Vocabulary**  **English Translation**    An ice-cream  Lemon  Strawberry  vanilla    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 |
| Session 1:  **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 2:  **Identifying sounds in ice cream flavours**  Eg. “vai” ”nilla” “buesa” “helado” | |
| Session 3:  **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 | |
| Session 4:  **Saying different types of weather**    Eg. Sol, lluvia, viento y nieve. (Sun, rain, wind and snow) | |
| Session 5:  **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 6:  **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 loviendo (In A Cornua it's cold and it's raining). | |