

Subject: MFL

Year: KS1 Year A

Term: Autumn 1

TOPIC: Greetings, Farewells and Name Phrase

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)

- To listen and respond physically to a greeting, a colour and a number
- To attempt to ask and answer in Spanish the question 'What are you called?'
- To join in with an authentic Spanish song
- Children can attempt to say the name phrase in Spanish (I am called...)
- Children can repeat some nouns of members of the family in Spanish

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

- Children can listen and respond physically to specific greetings such as: 'good morning, good afternoon and good night'
- Children can listen, respond and answer the question 'What are you called?'

- Children can join in with an authentic Spanish rhyme

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
¡Hola! ¡Buenos días! ¡Buena tarde! ¡Buenas noches! ¿Cómo te llamas? Me Llamo estoy buy bien	Hello Good morning! Good afternoon! Good night! What’s your name? My name is... I feel good
<p>Session 1: Exploring target language through the use of songs, games and actions.</p> <p>Eg. Good morning, good afternoon and good night (Buenos días, buenas tardes y buenas noches). Children walk around the classroom and use the Spanish phrase and action “buenos días” to greet other children. Children play game of “Simon say” (Perdro dice) with the three greetings.</p>	
<p>Session 2: Listening, responding and saying the Spanish phrases for a good day, good afternoon and good night.</p> <p>Eg. Children join in with Buenos días, buenas tardes y buenas noches song, using actions from previous lesson. Children greet one another with a greeting. Children play game ‘musical statues’ play and pause song; children use one of three greeting actions.</p>	
<p>Session 3: Exploring the question to ask someone’s name.</p> <p>Eg. Watching and joining in with video and spot the question on how to ask a name within the class (¿Cómo te llamas?). Children play game sitting in circle, pass object around using new languages ¿Cómo te llamas? Child receiving object should say their name. Children copy and write at least one greeting and afterwards draw a picture to represent the time of day.</p>	
<p>Session 4: Asking someone’s name, confidently, and attempting to say a full sentence response.</p> <p>Eg. Watch video of puppets asking and answering the question ‘¿Cómo te llamas?’ and ‘Me Llamo...’ . Children repeat game from last session whilst including new language ‘Me Llamo...’ Children continue writing from previous session adding other greetings and illustrations of the greeting.</p>	

Session 5:

Exploring how to ask and say that you are feeling good today.

Eg. Children listen and join with '¡Hola! ¡Hola!' song. Children identify language and greetings they have learnt. Children learn *estoy muy bien* (I feel good.). Children think of action for this and play greetings and the feelings phrase. Children draw a smiley bear and copy and write "*estoy muy bien*".

Session 6:

Confidently saying greetings, name and feelings phrases.

Eg. Children listen, watch and join in with "*Si eres feliz y lo sabes*" (If you're happy and you know it) . Children play game Simon says with greetings, name phrase, name question and feelings phrase actions. Children name their bear from last session and write next to their bear "*me llamo*" and write a name for their bear.

Subject: MFL

Year: KS1 Year A

Term: Autumn 2

TOPIC: Colours, Numbers 1-10 and Greetings

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 terms MTP session breakdowns)

- Children can listen and respond physically to specific greetings such as: 'good morning, good afternoon and good night'
- Children can listen, respond and answer the question 'What are you called?'
- Children can join in with an authentic Spanish rhyme

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

- Children can listen and respond physically to some familiar colours. Eg. red, yellow, green and blue.
- Children can say a sequence of numbers
- Children can identify a specific number and colour
- Children know some facts about a Spanish Christmas

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Rojo	Red
Amarillo	Yellow
Verde	Green
Naranja	Orange
Azul	Blue
Uno	One
Dos	Two
Tres	Three
Cuatro	Four
Cinco	Five
Seis	Six
Siete	Seven
Ocho	
Nueve	
diez	
feliz Navidad	
Otoño	
Los fuegos artificiales	

	Eight Nine Ten Happy Christmas Autumn fireworks
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Session 1:

Exploring spoken colours and to create fireworks.

Eg. Children says colours: azul, amarillo, naranja, rojo, rosa, verde. Children say colours and then add an action to each colour. Firework activitiy –children say each of the colours as if they are firework sounds. Children listen and join in with song ‘Los fuegos artificiales’ ('Fireworks'). Children draw and colour 2 fire words and copy write the colours of the fireworks in Spanish.

Session 2:

Exploring and practise the words for familiar colours.

Eg. Children listen to and enjoy Spanish song about Autumn. On second play, children count the leaves in Spanish. Children talk about autumn colours in English and then practise them in Spanish. Children watch the story about the wolf who wanted to change colours. Discuss what happening in the story.

Session 3:

Recalling counting up from 1-10.

Eg. Children listen to number song 1-10. Children repeat and join in. Reveal fingers on hands to represent the number of birds in the song. Children count up and ‘harvest’ apples to practise 1-10. Children draw apples when responding to a number of apples in Spanish.

Session 4:

Practising counting from 1-10.

Eg. Children listen to, and sing along with 1-10 song in Spanish. Children use fingers to represent amounts in Spanish. Children join with 1-10 number game and stand up and march on the spot whilst using hands to represent the numbers.

Session 5:

Listening to and joining in with song “brilla brilla pequeña estrella”

Eg. Children listen and join in to the song ‘brilla brilla pequeña estrella’ (Twinkle, Twinkle, Little Star). Children draw correct number of stars in the night sky whilst counting the amount in Spanish. Children sing brilla brilla pequeña estrella in Spanish and then in English. Children identify difference and similarities between the songs and language.

Session 6:

Joining in with seasonal songs.

Eg. Children join in with seasonal Spanish songs such as: Rudolph el reno de nariz roja, Santa Claus viene al pueblo, Feliz navidad a todos, paso a la navidad etc.

Subject: MFL

Year: KS1 Year A

Term: Spring 1

TOPIC: Jungle Animals, Rhymes and Songs

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 terms MTP session breakdowns)

- Children can listen and respond physically to some familiar colours. Eg. red, yellow, green and blue.
- Children can say a sequence of numbers
- Children can identify a specific number and colour
- Children know some facts about a Spanish Christmas

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

- Children can listen and respond physically to specific familiar language in practised authentic rhyme (Incey Wincey Spider)
- Children can join in with names of animals, in an animal carnival rhyme
- Children know some facts about epiphany and the arrival of the three kings

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
¡Buenos días!	Good morning
¡Buena tarde!	Good afternoon
¡Buenas noches!	Good night
araña	Spider
estrellita	Little star
Cordero	Lamb
León	Lion
tucán	toucan
cebra	zebra
elefante	elephant
jirafa	giraffe
gorila	gorilla
Tigre	Tiger
hipopótamo	hippopotamus
caimán	alligator

Session 1:

Exploring some simple facts about Epiphany celebrations.

Eg. Watching, listening and discussing the video of the Three Kings parade. Joining in with an epiphany rhyme. Children create their own crowns copy-writing their name Me llamo.... and decorating it.

Session 2:

Understanding and learning incec wincec spider.

Eg. Listening and watching the song araña incec wincec. Listening again and adding actions to parts of the song. Children participate in activity 'Pedro dice' (Simon says) with actions from song. Children draw a picture of incec wincec spider and copy-write the name 'araña incec wincec' as its title.

Session 3:

Learning a traditional Spanish Rhyme and play a game.

Eg. Children listen to rhyme 'un elefante se balanceaba' (an elephant was swinging) and create actions for 1 to 5, elephant and spider. Children play song again, join in with actions and practise and perform.

Session 4:

Following and joining in with a traditional children's song.

Eg. Children watch and listen to song 'Animales de la selva' (Jungle Animal). Children learn names of jungle animals. Children watch song again and teacher writes names of animals on board. Children then draw some of the animals and label names of animals in Spanish.

Session 5:

Remembering names of jungle animals.

Eg. Children watch and join in with song from last session (animales de la selva) adding actions to each animal name in Spanish. Children join in with animal counting rhyme and add to their drawings from the previous session.

Session 6:

Listening to and learning a carnival counting rhyme.

Eg. Children participate in animal dancing song 'El pollito cha cha cha' (The Chick Cha Cha Cha). Children explore Spanish carnival biscuit activities by practising new rhyme with Spanish colour and Spanish numbers.

Subject: MFL

Year: KS1 Year A

Term: Spring 2

TOPIC: Animals

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 terms MTP session breakdowns)

- Children can listen and respond physically to specific familiar language in practised authentic rhyme (Incey Wincey Spider)
- Children can join in with names of animals, in an animal carnival rhyme
- Children know some facts about epiphany and the arrival of the three kings

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

- Children can listen and respond physically to the names of animals
- Children can join in with the animal nouns in the Spanish version of Old Macdonald had a Farm
- Children know that animal sounds are different in Spanish

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
La cabeza La cola Una vaca Un cerdo Un caballo Un perro Un gato Una gallina	Head tail A cow A pig A horse A dog A cat A chicken
<p>Session 1: Exploring and practising nouns for farm animals.</p> <p>Eg. Listen to farmyard song, children identify which animal it is. Children spot words for head and tail (La cabeza/la cola). Children listen and identify animals in Spanish whilst spotting similarities and differences in the spelling and pronunciation.</p>	
<p>Session 2: Speaking, reading and copy-writing some nouns.</p> <p>Eg. Children participate in song and game of farmyard song. Children use action to represent words 'la cabeza' and 'la cola'. Children identify different animals during card game (una vaca, un cerdo, un caballo, un perro, un gato, una gallina). Children draw two or three of their favourite farmyard animals and copy-write the nouns.</p>	
<p>Session 3: Practising numbers and counting 1 – 10.</p> <p>Eg. Children watch, listen and discuss what the song is about and which farm animal (pollito – chick). Looking at the 'hatching chicks' photograph, children count up in Spanish counting how many chicks there are. Counting activity -children read number of hatched chicks and write the correct numeral.</p>	
<p>Session 4: Listening to and joining in with the song 'Old Macdonald'</p> <p>Eg. Children watch, listen, practise the simple Spanish version of Old Macdonald had a farm (El viejo Macdonald tenía una granja). Using animal cards from session 2, (una vaca, un cerdo, un caballo, un perro, un gato, una gallina), children hold up the animal when it is sung in the song. Children begin create Old Macdonald information books.</p>	
<p>Session 5: Exploring farm yard animal nouns.</p> <p>Eg. Children create different actions for animal nouns and sounds. Children participate in game 'Pedro dice'. Children use actions of the farm animals (una vaca, un cerdo, un caballo, un perro,</p>	

un gato, una gallina). Children complete their farm animal books focussing on copy-writing 'hay un caballo que hace...' and hay un perro que hace...' hay un gato que hace'...

Session 6:

Learning a song about Easter and chocolate.

Eg. Children listen and join in with Spanish Easter song whilst identifying familiar words (chocolate, uno, dos, tres, ¡Me gusta el chocolate!) Children create simple clapping rhyme activity using song. Song found here-

https://pln.myvle.co.uk/files/sc3490/websites/lspace_30/resources/_510beb94e6168e83e68a76806f707bde.mp4

Subject: MFL

Year: KS1 Year A

Term: Summer 1

TOPIC: Fish Fun

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 terms MTP session breakdowns)

- Children can listen and respond physically to the names of animals
- Children can join in with the animal nouns in the Spanish version of Old Macdonald had a Farm
- Children know that animal sounds are different in Spanish

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

- Children can listen and respond physically to specific familiar language (Numbers, name and family members)
- Children can say numbers 1-10 in a random order
- Children can perform the traditional rhymes “dos pececitos”

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
una ballena	a whale
un pulpo	an octopus
un cangrejo	a crab
una tortuga	a turtle
un tiburón	a shark
un pez	a fish

Session 1:

Creating spoken performances using familiar Spanish numbers and colours.

Eg. Children listen to and join in with the ‘sol de veranos’ song. Children count in Spanish, the rays on the sunshine. Children read colours of the different rays of sunshine using prior know of colours. Using slide 3 of PPT, children create their own rhyme using colours and numbers in Spanish eg. uno amarillo, dos rojos, tres naranjas, uno amarillo, cinco azules, cuatro verdes, dos naranjas Etc.

Session 2:

Recalling and practicing some colours in Spanish.

Eg. Watching and join in with Spanish song ‘Dos pececitos se fueron a nadar’ (Two little fish went swimming). El más pequeño fue al fondo del mar (the smallest went to the bottom of the sea), ven para acá le dijo un tiburón (come here said a shark), tres pececitos se fueron a nadar (three little fish went swimming). Etc. Children identify words they recognise/have a go at guessing some new vocabulary/spelling of words.

Session 3:

Remembering and practising some numbers and colours in Spanish.

Eg. Watch Spanish song ‘dos se fueron a nadar’ (Two little fish went swimming) again. Children recap on what some words mean in English such as: pez and tiburón. Children brainstorm colours in Spanish. How many colours can the children remember in Spanish? Using this knowledge,

children complete Class Fish Beetle Game.

(https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fpln.myvle.co.uk%2Ffiles%2Fcdn%2Fsc3490%2Fsc3490%2F60%2F5B22592%5DKS1_Beetle_Drive_Game_for_screen.pptx?dt=1649101394)

Session 4:

Practising numbers 1-10 in Spanish.

Eg. Listen to song a tos se fueron a nadar. Children count the fish and say the colours of the fish in Spanish. Children name the fish, drawing their own fish and practise writing 'Me llamo' and the fish's name.

Session 5:

Practising greetings and name phrase.

Eg. Listen to and join in with new fish song – En el fondo del mar (At the bottom of the sea).

Discuss what animals they could see under the sea, show children picture cards of under the sea creatures in Spanish: una ballena, un pulpo, un cangrejo, una tortuga, un tiburón, un pez (a whale, an octopus, a crab, a turtle, a shark, a fish). Children match Spanish spelling to picture of sea creatures.

Session 6:

Performing songs and finger rhymes.

Eg. Children join in and watch song 'es el ballena' . Discuss song, what animal was the song about? What other sea creatures did you spot? Teacher read story '¿Quién quiere jugar conmigo? pregunta el pececito. ¡No! responde el cangrejo. soy muy rapido ¿Quién quiere jugar conmigo? pregunta el pececito etc. Children discuss which animals appeared in the story.

Subject: MFL

Year: KS1 Year A

Term: Summer 2

TOPIC: Sunshine, Rain and Seasons

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 terms MTP session breakdowns)

- Children can listen and respond physically to specific familiar language (Numbers, name and family members)
- Children can say numbers 1-10 in a random order
- Children can perform the traditional rhymes “dos pececitos”

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

- 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

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Sol	Sun
Lluvia	Rain
Ventosa	Wind
Vieve	Snow
Sol y luna	Sun and moon
Otoño	Autumn
Invierno	Winter
Primavera	Spring
Verano	Summer
Buenos dias	Good morning
Buenos tardes	Good afternoon
Buenas noches	Good night

Session 1:

Revisiting, remembering and performing a familiar song and a performance poem.

Eg. Practising and joining in with the sunshine song 'Sol solecito luna lunera'. Revisiting the sunshine colours on numbers from last half term 'rima del sol de verano'. Performing sunshine poems from last half term or creating new ones with colours and numbers.

Session 2:

Exploring and practising words and phrases to describe the weather.

Eg. Children listen to and join in with the song 'El señor sol'. Children guess what the different weather phrases mean. Children identify differences between weather phrases in English and Spanish eg. Sol, lluvia, ventosa and vieve. Children create actions for each weather phrase to help them remember. Children participate in game of 'Pedro dice' saying weather phrases and actions.

Session 3:

Recall and use in spoken form familiar language.

Eg. Children listen, watch song 'El señor sol'. Children revisit weather phrases in Spanish Sol, lluvia, ventosa and vieve. Children share actions of each weather phrase to help them remember. Children participate in game of 'Pedro dice' saying weather phrases and actions this time children taking it in turns to lead the game rather than the teacher. Children sing and perform 'itst bitsy spider' song. Can children remember actions and words from earlier in the year?

Session 4:

Listening and repeating unfamiliar language to share a simple story.

Eg. Children listen again to the 'Itsty bitsy arana pequenita'. Listen and pause song 'itsty bitsy arana pequenita' whole class add actions to different parts and words of the song. Children deliver a whole class performance using the actions they created as a class.

Session 5:

Recalling familiar language.

Eg. Children sing 'senor sol' song. Children are introduced to seasons primavera (spring), verano (summer), otono (autumn) and invierno (winter). Singing to the seasons rhyme along to the tune of 'Frere Jacques'. Children create a class performance of season nouns and actions for weather.