

**Subject: MFL**

**Year: UKS2 Year B**

**Term: Autumn 1**

**TOPIC: Everyday Life and Time**

**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 read aloud and understand sentences about the seaside in Spanish.
- Children can create simple persuasive extended sentences in Spanish.
- Children can follow a story about going to the beach in Spanish.
- Children can read and understand some facts about going to the beach in Spanish.
- Children can say or write “puedes” before a verb written as an infinitive and you can make a simple persuasive sentence.

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

- Children can recall phrases to describe feelings in Spanish
- Children can understand ‘o’clock’ phrases in Spanish
- Children can talk about daily routine in Spanish
- Children can answer questions about daily routine in Spanish

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
¿Qué hora es?	What time is it?
Me despierto	I wake.
Me levanto	I get up.
Visto ropa	I wear clothes.
Me lavo los dientes	I brush my teeth.
Me ducho desayuno	I shower.
Voy a la escuela.	I eat breakfast.
Estoy feliz	I'm going to school.
Estoy triste	I am happy
Estoy gracioso	I am sad
Estoy confundido	I am funny
Tengo hambre	I am confused
Tengo sed	I am hungry
	I am thirsty

Session 1:

Recalling phrases to describe my feelings.

Eg. Estoy feliz , Estoy triste, Estoy gracioso, Estoy confundido, Tengo hambre, Tengo sed, tengo calor, Tengo frio, estoy cansado, estoy fenomenal (I'm happy, I'm sad, I'm funny, I'm confused, I'm hungry, I'm thirsty, I'm hot, I'm cold, I'm tired, I'm great)

Session 2:

Remembering and exploring adjectives to describe someone's personality.

Eg. puedes ser alto/pequeño/valiente/tímido/rápido/lento. puedes ser tú mismo. (you can be tall/small/brave/shy/fast/slow. you can be yourself.) Spotting differences between masculine and feminine spellings. Children describe what their superhero could look like by completing the sentences and using adjectives of their choice. Puedes tener..... el pelo verde/azum.... dos/tres/cuatro ojos azules/verdes.

Session 3:

Remembering and using numbers up to sixty.

Eg. Children complete the number activity 'Match the number thoughts from the "Number thought box" to the correct alien and write the number thoughts as numbers in ascending order in the correct thought bubble.' 1. sesenta / cincuenta y uno / cincuenta y cinco 2. veintidós / veinte / treinta / doce 3. treinta y siete / cuarente y siete / cincuenta y siete / dieciséis / diecisiete (1. sixty / fifty-one /fifty five 2. twenty two / twenty / thirty / twelve 3. thirty-seven / forty-seven /fifty-seven / sixteen / seventeen.

Session 4:

Understanding o'clock time phrases in Spanish.

Eg. Children complete activity matching times in Spanish to analogue clocks such as:

Son las once (is 11 o'clock) Son las nueve (It is 9 o'clock) Son las ocho (It is 8 o'clock) Son las doce OR Es mediodía/Es medianoche =(is 12 o'clock or it is midday/it is midnight). ¿Qué hora es? (What time is it?)

Session 5:

Talking about my daily routine in Spanish.

Eg. Me despierto. Me levanto. Visto ropa. Me lavo los dientes. Me ducho. desayuno. Voy a la escuela. (I wake. I get up. I wear clothes. I brush my teeth. I shower. breakfast. I'm going to school.)

Session 6:

Answering questions about my daily routine.

Eg. ¿A qué hora te levantas? ¿a qué hora te marchas? ¿A qué hora vas al colegio? ¿A qué hora irás a casa? ¿a qué hora vas a la cama? (what time do you get up? what time do you leave? What time do you go to school? what time are you going home? what time do you go to bed?)

**Subject: MFL**

**Year: UKS2 Year B**

**Term: Autumn 2**

**TOPIC: Homes and Houses**

**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
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- 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 recall phrases to describe feelings in Spanish
- Children can understand 'o'clock' phrases in Spanish

- Children can talk about daily routine in Spanish
- Children can answer questions about daily routine in Spanish

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

- Children understand the nouns for rooms in a house in Spanish
- Children can read and understand some simple descriptions of rooms in a house in Spanish.
- Children can write descriptive sentences using colours and size to describe a house in Spanish
- Children can recognise and understand some familiar and unfamiliar nouns in Spanish
- Children can understand some prepositions

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
la casa La cocina el cuarto de baño el comedor el salón el garaje el jardín el dormitorio ¿Qué hay en la casa? Debajo de Delante de Encima de En	the house the kitchen the bathroom the dining room the lounge the garage the garden the bedroom What's in the house? Under In front of On top of In

#### Session 1:

Understanding the nouns for rooms in a house.

Eg. La casa (the house), La cocina (the kitchen) El baño (the bathroom) El comedor (the dining room) El salón (the lounge) El garaje-(the garage) El jardín (the garden) La habitación (the bedroom).

#### Session 2:

Reading and pronouncing objects in the house.

Eg. Children read aloud the nouns in the pictures and apply Spanish sound spelling knowledge. Children have a go at accurately pronouncing nouns: una puerta, una alfombra, una ventana, un sillón, una mesa, una cama (a door, a carpet, a window, an armchair, a table, a bed)

Session 3:

Using adjectives to describe rooms in a house.

Eg. Looking and matching sentences to pictures of different rooms in the house. La habitación es amarilla, azul y roja. El baño morado y azul. La cocina es roja y gris. El jardín es multicolor (The room is yellow, blue and red. The purple and blue bathroom. The kitchen is red and gray. The garden is multicolour.).

Session 4:

Following and saying a series of sentences to make a story.

Eg. Bienvenido a mi casa. Entra y mira a tu alrededor. Hay una cocina... ¡Cuidado con las arañas! Este es el comedor... ¡Saluda a la familia! Sube... ¡Cuidado con los animales! ¿Dónde está el fantasma? (Welcome to my case. Go inside and look around. There is a kitchen... Watch out for spiders! This is the dining room... Say hello to the family! Go upstairs... Watch out for the animals! Where is the ghost?)

Session 5: R

Recognising and understanding familiar and unfamiliar nouns.

Eg. Recognising familiar and unfamiliar nouns in the castle! un castillo, un canon, un fantasma, un castillo, un caballero, una espada (a castle, a canon, a ghost, a castillo, a knight, a sword).

Session 6:

Using prepositions to say where things are

Eg. ¿Dónde está el elfo? Sobre el libro. (On the book )Delante de la Ventana.( In front of the window.) Encima de la mesa. (On top of the table) En la bolsa. (In the bag.)

**Subject: MFL**

**Year: UKS2 Year B**

**Term: Spring 1**

**TOPIC: Playing and Enjoying Sport**

**NC/PoS:**

**Reading:**

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- 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*

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**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 understand the nouns for body parts.
- Children can recognise and understand some familiar and unfamiliar nouns in Spanish
- Children can create opinions about the weather and animals.

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

- Children can create opinions about a sport in Spanish
- Children can understand and write some information about a sport in Spanish.

- Children can express a like or dislike of a sport in Spanish.

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Jugar	To play
Juego	I
Juegas	You – one person
Juega	He/she
Jugamos	We
Jugais	You – two people
Juegan	they
Tenis	Tennis
Natación	Swimming
Rugby	Rugby
Ciclismo	Cycling
Balonmano	Handball
Baloncesto	Basketball
fútbol	soccer

**Session 1:**

Recognising and understanding familiar and unfamiliar sport nouns.

Eg. tenis, natación, rugby, ciclismo, balonmano, baloncesto, fútbol (tennis, swimming, rugby, cycling, handball, basketball, football)

**Session 2:**

Saying which sports you like/dislike.

Me gusta la natación = I like swimming. Me encanta el tenis = I love tennis. No me gusta el ciclismo = I don't like cycling. Mi deporte favorito es el baloncesto = My favourite sport is basketball.

**Session 3:**

Creating extended sentences about sport including an opinion

Eg. Me gusta el futbol porque es interesante (I like football because it is interesting) and/or No me gusta el ciclismo porque es difícil. (I don't like cycling because it is difficult.)

**Session 4:**

Identifying some parts of a verb in Spanish.

Eg. Playing charades –Sports that we say with the verb 'to play'. Juego tenis (I play tennis). Jugamos rugby (We play rugby). Juegan fútbol (They play football).



Session 5:

Writing simple sentences to describe a sport.

Hago natación en la piscina y con las manos y los pies (I swim in the pool with my hands and feet).  
Juego al fútbol con una pelota en un campo (I play football with a ball on a field).

**Subject: MFL**

**Year: UKS2 Year B**

**Term: Spring 2**

**TOPIC: Fun at the Fair**

**NC/PoS:**

**Reading:**

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- 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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**Speaking:**

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- 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 create opinions about a sport in Spanish
- Children can understand and write some information about a sport in Spanish.
- Children can express a like or dislike of a sport in Spanish.
- Children have explored Carnival and the funfair.

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

- Children learn the nouns for fun fair rides and food in Spanish
- Children can write simple sentences about a funfair in Spanish
- Children can recall some key facts about a Spanish tradition e.g La feria de Abril

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
parque de atracciones Mi parque temático favorito es Las atracciones de feria la diapositiva Las Cataratas la montaña rusa el carrusel el tren fantasma crepe palomitas algodón de azúcar caramelos patatas fritas helado	Theme park Funfair rides My favourite theme park is the slide the falls the roller coaster the carousel the ghost train crepe, popcorn cotton candy Candy chips ice cream

Session 1:

Learning nouns for items at the funfair

Eg. parque de atracciones, la diapositiva, Las Cataratas, la montaña rusa, el carrusel, el tren fantasma (amusement park, slide, falls, roller coaster, carousel, ghost train)

Session 2:

Learning nouns for food at the funfair

Eg. crepe , palomitas , algodón de azúcar, caramelos ,patatas fritas , helado (crepe, Popcorn, cotton candy, candy, chips, ice cream).

Session 3:

Using adjectives to describe funfair rides

Eg. lenta, rápida, alta, aterradora, te moja, sube y baja (slow, fast, high, scary, get you wet, up and down). La montaña rusa es rápida (La montaña rusa es rápida). El tren fantasma da miedo. (The ghost train is scary).

Session 4:

Creating a funfair and writing a simple description of it.

Eg. ¡Bienvenidos a mi feria! Se llama Ireneland. En mi feria hay un tren fantasma que da miedo y un barco pirata que sube y baja. Me encanta mi feria porque es guay. (Welcome to my fair! It is called Ireland. At my fair there is a scary ghost train and a pirate ship that goes up and down. I love my fair because it's cool).

Session 5:

Talking about favourite things

Eg. Mi deporte favorito es el baloncesto (My favourite sport is basketball). Mi animal favorito es un gato (My favourite animal is a cat). Mi comida favorita es el mango (My favourite food is mango).

Session 6:

To explore the Spanish tradition of La feria de Abril

Eg. ladies dressed up in traditional costumes dancing the Sevillanas, Flamenco groups play lively music throughout the fair, it takes place in April in Sevilla.

**Subject: MFL**

**Year: UKS2 Year B**

**Term: Summer 1**

**TOPIC: Café, Culture and Going to the Restaurant**

**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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#### **Listening:**

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#### **Writing:**

*A focus on sound spelling runs throughout the language teaching*

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- 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:**

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- Can understand the main points from a series of spoken sentences (including questions) may require some repetition
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### **Prior Learning**

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

- Children can ask and answer preferences/feelings about fairground rides in Spanish
- Children can write simple sentences about a funfair in Spanish
- Children learn the nouns for rides in Spanish
- Children can recall nouns for some food items in Spanish

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

- Children know some facts about Spanish café culture
- Children can ask politely for snacks and drinks in Spanish
- Children can understand some information about Spanish food and meals

<b>Key Vocabulary Spanish Translation</b>	<b>Key Vocabulary English Translation</b>
¿Qué quieres? Quisiera ¡Me encanta! ¡Mi preferido! ¡Están buenísimas! por favor gracias un café un té un refresco un bocadillo papas fritas churros	What do you want? I would like I love My favourite It is so great! please thank you a coffee a tea a soft drink a sandwich potato chips Churros

**Session 1:**

Knowing some facts about cafe culture.

Eg. Traditionally “tapas” were little portions of food (anything from crisps or peanuts to paella) that they would give you in the bars for free when you ordered your drinks. It is still true in some places in Spain but mostly now is a way of eating. This new conception of eating is called “tapeo”. Many people decide to go “tapeo” instead of going to a proper “restaurante”. Tapeo is not for free but it’s cheap. It is an informal way of eating where a few “tapas” would be ordered and everybody would share. It is done among “amigos” or “familia”. Sometimes you don’t use proper cutlery but “palillos” to eat. And in some places it is all eaten standing up.

**Session 2:**

Expressing likes and dislikes for types of tapas

Eg. Me gusta la tortilla (I like the tortilla) No me gusta el chorizo (I don’t like the chorizo).

**Session 3:**

Asking for snacks and drinks politely.

Eg. Quisiera un refresco por favor (I would like a soft drink thank you). Quisiera un bocadillo por favor (I would like a sandwich thank you). Por favor, ¿puedo tomar un té? (Please can I have a tea?)

Session 4:

Understanding sentences about Spanish breakfast foods

Mi desayuno favorito es comida Tostada con mermelada (My favorite breakfast food is toast with jam). Mi desayuno favorito es bebida zumo (My favorite breakfast drink is juice).

Session 5:

Create and write a menu in Spanish

Eg. Mi desayuno del hotel es regional. Incluye tostadas, bollería, cereales, churros y zumo, café, y colacao. (My hotel breakfast is regional. Includes toast, pastries, cereals, churros and juice, coffee, and colacao).

Session 6:

Take part in a café conversation

EG. 1. ¡Buenos días! 2. ¡Buenos días! 3. ¿Cómo estás? 4. Muy bien, gracias. 5. ¿Qué querías? 6. Quiero churros con chocolate, por favor. 7. ¡Claro! Son 2€ por favor. 8. ¡Gracias! 9. ¡Gracias! Hasta luego 10. ¡Adiós! (Hello! 2. Good morning! 3. How are you? 4. Very good, thank you. 5. What did you want? 6. I want churros with chocolate, please. 7. Sure! It's €2 please. 8. Thank you! 9. Thank you! See you later 10. Goodbye!)

**Subject: MFL**

**Year: UKS2 Year B**

**Term: Summer 2**

**TOPIC: Performance Time**

**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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**Listening:**

*A focus on sound spelling runs throughout the language teaching*

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**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
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**Speaking:**

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- 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 facts about Spanish café culture
- Children can ask politely for snacks and drinks in Spanish
- Children can understand some information about Spanish food and meals

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

- Children can participate in short sketches using familiar language
- Children can recall familiar core language in Spanish
- Children can understand a simple recipe in Spanish

Key Vocabulary Spanish Translation	Key Vocabulary English Translation
Utiliza	use
Mide	measure
Vierte	pour
Haz	make
Mezcla	mix
	add

<p>Añade un insecto, pétalos de flores herba una hoja una piedra un árbol una rama</p>	<p>an insect flower petals, grass a leaf a stone a tree a branch</p>
<p>Session 1:</p> <p>Understanding a sketch about a cafe.</p> <p>Eg. Customer One Buenos días Waiter Buenos días Customer Two Buenos días Waiter Buenos días Customer Three Una mesa por favor (customer points to the table where the waiter is sat) Waiter Si una mesa..... (jumps up from chair and wipes it with apron and pushes customer four down onto the seat) Customer Four ¡Gracias! ¡Gracias!(eg. Customer One Good morning Waiter Good morning Customer Two Good morning Waiter Good morning Customer Three A table please (customer points to the table where the waiter is sat) Waiter Si una mesa..... (jumps up from chair and wipes it with apron and pushes customer four down onto the seat) Customer Four Thank you! Thank you!)</p>	
<p>Session 2:</p> <p>Adapting the café sketch</p> <p>Eg. Using familiar core language, change the words in bold to adapt the café sketch. Customer One: <b>¡Hola!</b> Waiter: <b>¡Hola!</b> Customer Two: <b>¡Hola!</b> Waiter: <b>¡Hola!</b> Customer Three: Una mesa, por favor. Waiter: Sí, claro. Una mesa. Customer Four: ¡Gracias, gracias! Customer One : La carta, por favor. Waiter : Ah sí... el me... la car... la carta. Waiter : ¿Qué queréis? Customer One : Quiero <b>una coca - cola</b>, por favor. Waiter: <b>Una co...ca ...coca-cola</b>. Customer Two: <b>Un café con leche</b>, por favor. Waiter: <b>Un co, ¡no! ca...caf... café con...leche</b>. Customer Three and Four: <b>Dos mostos</b>. Waiter: <b>Un....un.....dos</b> (Writes)<b>dos zumos de naranja</b>. Customer Three and Four: <b>¡No, no! Dos mostos</b>. Waiter : <b>¡Dos zumos de naranja!</b> Waiter : <b>¡Listo! Un sándwich, un bocadillo, un helado de vainilla y patatas fritas</b>. Customers: <b>¡No, no, no! ¡Menudo camarero!</b> Waiter: ¡Buen provecho</p>	
<p>Session 3:</p> <p>Performing a café sketch in Spanish.</p> <p>Practising performing phrases with the correct expressions Eg. Estoy triste (I'm sad), Buen provencho! (Bon Appetite!). Tengo hambre y sed (I'm hungry and thirsty).</p>	
<p>Session 4:</p> <p>Read and understand a recipe</p>	



Ingredientes: 50 ml de zumo de naranja 50 ml de zumo de uva 50ml de zumo de piña Una rodaja de lima (Ingredients: 50 ml of orange juic, 50 ml of grape juice, 50ml pineapple juice, a slice of lime). 1. Utiliza una jarra medidora. 2. Mide 50 mililitros de zumo de naranja y vierte el zumo en un vaso. 3. Haz lo mismo con el zumo de uva y el zumo de piña. 4. Mezcla todos los zumos. 5. Añade una rodaja de lima. (1. Use a measuring jug.2. Measure 50 milliliters of orange juice and pour the juice in a glass. 3. Do the same with the grape juice and the juice of pineapple. 4. Mix all the juices. 5. Add a slice of lime)

Session 5:

Understand nouns about nature.

Eg. un insecto, pétalos de flores, hierba, una hoja, una piedra, un árbol, una rama (an insect flower petals, grass, a leaf, a stone, a tree, a branch)

Session 6:

Use language skills to explore another language

Eg. football le foot el fútbol (English, French, Spanish) to play, jouer, jugar (English, French, Spanish) swimming, la natation, la natación (English, French, Spanish)