MFL Spanish 2019-2020 –

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| **Year 3 Term 1** | **Year 3 Term 2** | **Year 3 Term 3** | **Year 3 Term 4** | **Year 3 Term 5** | **Year 3 Term 6** |
| **¡hola!**  **Learning Objectives:**  Children can greet and say goodbye to another person appropriately  Children can say what their name is  Children can ask someone else’s name  Children can say how they feel when asked  Children ask someone else how they feel  Children listen attentively to spoken language and show understanding by joining in and responding | **Vamos a contar la fecha**  **Learning Objectives:**  Children can count from 1 to 31 in Spanish with correct pronunciation  Children can name the days of the week  Children can ask someone how old they are  Children can say how old they are  Children can name the months of the year  Children engage in conversations; ask and answer questions; | **Los colores el oso pardo**  **Learning Objectives:**  Children can understand the gender of some animal nouns.  Children can recognise the definite and indefinite articles  Children can use plurals of some nouns  Children begin to use adjectives (position and basic agreement)  Children speak in sentences, using familiar vocabulary, phrases and basic language structures | **en mi estuche**  **Learning Objectives:**  Children can say and understand basic classroom items  Children are introduces to the verbs ‘es” (he, she, it is), ‘son’ (they are), ‘hay’ (there is/ are), ‘tengo’ (I have) and ‘tienes’ (you have)  Children can identify the gender of nouns  Children can use the definite and indefinite articles  Children can understand basic grammar appropriate to the language being studied, including:  feminine and masculine. | **frutas y verduras la oruga muy**  **hambrienta**  **Learning Objectives:**  Children revisit vocabulary previously learnt (days of the week, numbers) and are introduced to fruit and food through the reading of The Very Hungry Caterpillar in Spanish.  Children can identify the gender and number of these nouns  Children can retell a story confidently using the vocabulary learnt.  Children can perfect their pronunciation and memory. | **las formas Miro**  **Learning Objectives:**  Children can name shapes  Children can use prepositions to describe the position of shapes within a Miro painting  Children can describe their own shape pictures using the colours, prepositions and shapes |

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| Year 4 Term 1 | Year 4 Term 2 | Year 4 Term 3 | Year 4 Term 4 | Year 4 Term 5 | Year 4 Term 6 |
| **cumpleaños**  **Learning Objectives:**  Children will revise numbers and days of the week as well as months of the year.  Children learn the seasons and join in with a song (San Fermin)  Children will ask and answer about dates of birthdays and sing happy birthday in Spanish  Children will watch a video story about a birthday celebration  (year 4 Autumn weeks  1-8) | **fiestas**  **Learning Objectives:**  Children use days and dates to make a party invitation  Children learn about a typical celebratory custom from Mexico and make a piñata  Learn about christmas for Spanish people  Learn a christmas carol in Spanish | **en al cafe**  **Learning Objectives:**  Children revise the hungry caterpillar vocabulary  Children learn some words for snacks  Children learn to ask “what do you want?’ and ‘I want’  Children role play cafe using memory to apply vocabulary  Children write menus | **mi familia**  **Learning Objectives:**  Children learn nouns for family members  Children learn the alphabet in Spanish to  be able to spell out names  Ask and answer about siblings and pets using ‘tienes’, ‘tengo’ and revising ‘como se llama’ and ‘como se escribe’  Children learn adjectives to describe eyes and hair | **faces - Picasso**  **Learning Objectives:**  Children learn the nouns for the parts of the face  Children combine nouns and adjectives to describe faces  They use this language to describe Picasso faces (revising shapes from previous year) | **story-telling**  **el nabo gigante**  **Learning Objectives:**  Children listen to and follow the Giant Turnip in Spanish  Children learn the verbs ‘planta’, ‘rega’, ‘llega’  Children use connectives to move their stories on ‘un dia,’, luego’, ‘despues’, ‘al final’  They retell the story using actions  They use the vocabulary to describe a famous family. |

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