

MFL 4 Year Rolling Plan for KS2 Spanish

<u>Year A</u>	<u>Year B</u>	<u>Year C</u>	<u>Year D</u>
<p>Autumn 1: Topic: La ropa (clothing) General clothing, school uniform, seasonal, fashion description writing</p> <p>Grammar: ER verbs + pronouns Aprender (to learn) ¡ and ¿ punctuation marks are called <i>exclamación</i> and <i>signo de interrogación</i>. They are used at the start of the sentence to “open” the question or exclamation an English ! or ? is used at the end as usual.</p>	<p>Autumn 1: Topic: Saludos y preguntas (Greetings & questions) 5 W’s (¿quién?-who?, ¿qué?-what?, ¿dónde?-where?, ¿cuándo?-when?, ¿por qué?-why, ¿cómo?-how?), questions word fan</p> <p>Autumn article: reading comprehension challenge</p> <p>Grammar: ER verbs + pronouns Ser (to be)</p>	<p>Autumn 1: Topic: Cultura navideña (Christmas Culture) Differences between England, calendar of events, information poster</p> <p>Grammar: ER verbs + pronouns Ver (to see) Masculine or Feminine?</p>	<p>Autumn 1: Topic: Comida (Food) 4 food groups, role play menu</p> <p>Grammar: ER verbs + pronouns Comer (to eat) Nouns</p>
<p>Autumn 2: Book study- 1/3 Spanish book- How the Dinosaur Got His Shoes , Jonny Pryn, or The Princes Underpants, Clara Escribá Reading comprehension, bilingual vocabulary table Song- A pasear (I’m going for a walk): Let’s Sing & Learn in Spanish (Neraida Smith) Grammar: ER verbs correr (to run), poder (to be able to) the accents are called <i>tilde</i> and are only ever above vowels: á é í ó ú</p>	<p>Autumn 2: Songs- Buenos días (Good morning): ¡Vamos a Cantar! (Thompson & Brown) -Los numerosos (Numbers): Let’s Sing & Learn in Spanish (Neraida Smith) Culture: Los Días de muertos What is it?, investigate, themed craft Books- The Day of the Dead (bilingual celebration) B. Barner -Celebrating Holidays DOTD R. Grack</p> <p>Grammar: ER verbs Querer (to want, to love) Leer (to read)</p>	<p>Autumn 2: Book Study- (one of) La historia de navidad de Maria (Mary’s Xmas story) or La estrella de navidad (The Xmas Star) Letter to Santa, colour by number, writing Xmas cards in Spanish</p> <p>Songs- Silent Night & additional carol</p> <p>Grammar: ER verbs Hacer (to make) Tener (to have)</p>	<p>Autumn 2: Book study- 1/3 Spanish book- Little Monster, Sue Behrent</p> <p>Grammar: ER verbs Beber (to drink) Cocer (to cook)</p>

<p>Spring 1: Topic: Adjetivos como se sienten las cosas (Adjectives for how things feel.) Shapes. Using a bilingual dictionary, writing simple sentences, opposites</p> <p>Grammar: IR verbs Sentir (to feel, to be sorry) IR verb fortune teller</p> <p>ñ sound pronounced 'enyeh' is called <i>virgulilla</i>.</p>	<p>Spring 1: Topic: El calendario (The Calendar) (numbers, weekdays, months) Numbers to 31, saying/writing the date, other numbers (100, 1 000 etc.), seasons</p> <p>Yr 3/ 4 cardinal numbers Yr 5/6 cardinal and ordinal numbers</p> <p>Grammar: IR verbs Repetir (to repeat)</p>	<p>Spring 1: Topic: Animales y colores (Animals & colours) Farm, pets, jungle, sea, woodland, insects</p> <p>Grammar: IR verbs Vivir (to live)</p>	<p>Spring 1: Topic: Cultura de san valentine (Valentines Culture) Writing cards in Spanish</p> <p>Grammar: IR verbs Compartir (to share)</p>
<p>Spring 2: Book study- éste no es mi gatito (That's not my cat) + tren (train) + oso (bear), Fiona Watt (translated by Pilar Dunster) Create bilingual storyboard, plan materials, create tactile book</p> <p>Grammar: IR verbs Reír (to laugh) Vestir (to dress) a double ll makes a 'yuh' sound. It is also its own letter in the Spanish alphabet!</p>	<p>Spring 2: Book study- La oruga muy hambrienta (The Very Hungry Caterpillar), Eric Carle Songs- Los días de la semana (The days of the week): Let's Sing & Learn in Spanish (Neraida Smith) -El año (The year): ¡Vamos a Cantar! (Thompson & Brown) Practice reading aloud, plan own segment of the story (variation)</p> <p>Grammar: IR verbs Venir (to come) Decir (to say, to tell)</p>	<p>Spring 2: Book study- Oso pardo (brown bear, what do you see), Eric Carle Song- El mundo es un arco iris (The world is a rainbow): ¡Vamos a Cantar! (Thompson & Brown)</p> <p>Practise reading aloud, rewrite own version of story, create illustrated book.</p> <p>Grammar: IR verbs Elegir (to choose) Admitir (to admit)</p>	<p>Spring 2: Book study- Quiero a mi papá /mama porque... (I love my Daddy/Mommy because...), Laurel Porter-Gaylord</p> <p>Write own Mother's/Father's day cards</p> <p>Grammar: IR verbs Escribir (to write) Salir (to go out)</p>

<p>Summer 1: Topic: Nuestros sentimientos (Our feelings) Sorting synonyms, Bingo, create word fan, writing simple sentences</p> <p>Grammar: AR verbs Pensar (to think) a double rr makes a strongly rolled 'rrr' sound. It is also its own letter in the Spanish alphabet! Ch is also its own letter! It makes the same sound as in English!</p> <p>Summer 2: Book study- ¿Cómo se siente Mickey? (How is Mickey Feeling?) R.J. Cregg (translated by Elvira Ortiz)& ¿Qué es lo sientes, Dragón?, Sujatha Lalgudi Translating text, reading, mimic writing</p> <p>Grammar: AR verbs Hablar (to speak) Rehusar (to refuse) Let's look at that Spanish Alphabet with the extra letters!</p>	<p>Summer 1: Topic: Hora/Direcciones (Time/Directions) Time telling activities and games, maze activity, giving/receiving directions, names of places in a city, prepositions</p> <p>Grammar: AR verbs Guiar (to guide) prepositions</p> <p>Summer 2: Songs- ¿Qué hora es? (What time is it?): ¡Vamos a Cantar! (Thompson & Brown) -¿Dónde está Juanita?(Where is Juanita?): ¡Vamos a Cantar! (Thompson & Brown) Directions activities, Time/Directions Quizzes</p> <p>Grammar: AR verbs Buscar (to search) Contar (to count)</p>	<p>Summer 1: Topic: La familia (The Family) Nuclear, extended, step-family, marriage, Brain Box, create own family tree bio.</p> <p>Grammar: AR verbs Dar (to give)</p> <p>Summer 2: Book study-1/3 Spanish book- The Watery Tale of Wilma the Whale, Jessica Bancroft Song- El alfabeto (The alphabet): ¡Vamos a Cantar! (Thompson & Brown)</p> <p>Grammar: AR verbs Jugar (to play) Empezar (to begin)</p>	<p>Summer 1: Topic: El cuerpo y ayuda médica (The Body & medical help) Brain Box,</p> <p>Grammar: AR verbs Tocar (to touch)</p> <p>Summer 2: Songs- Cabeza, Cintura (Head, Waist): Let's Sing & Learn in Spanish (Neraida Smith) -Ay, Ay, Ay (Ow, ow, ow): ¡Vamos a Cantar! (Thompson & Brown)</p> <p>Grammar: AR verbs Hablar (to talk) Andar (to walk)</p>
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Topic-Book Study/Songs Links Crib Sheet

Year A	Year B	Year C	Year D
Autumn 1 Topic -clothing Autumn 2 Book study- 1/3 Dinosaur Shoes Song- A pasear	Autumn 1 Topic -Greetings Autumn 2 Songs- Buenos días -Los números	Autumn 1 Topic- Xmas Culture Autumn 2 Songs- Silent Night & additional carol	Autumn 1 Topic Food Autumn 2 Book study 1/3 Little Monster
Spring 1 Topic -Adjectives for how things feel Spring 2 Book study- That's not my...	Spring 1 Topic- Calendar (#, week, months) Spring 2 Book Study-The Very Hungry Caterpillar Songs- Los días de la semana -El año	Spring 1 Topic- Animals/Colours Spring 2 Book study- Brown Bear, Brown Bear Song- el mundo es un arco iris	Spring 1 Topic Valentine's Culture Spring 2 Book study I love my Mommy/Daddy because...
Summer 1 Topic- Our Feelings Summer 2 Book study- How is Mickey/Dragon feeling?	Summer 1 Topic- Time/Directions Summer 2 Songs- ¿Qué hora es? -¿Dónde está Juanita?	Summer 1 Topic Family Summer 2 Book study 1/3 Wilma the Whale Song- El alfabeto*	Summer 1 Topic The Body & Medical Help Summer 2 Songs- Cabeza, Cintura -Ay, Ay, Ay

*This is the only item that does not directly link in thematically anywhere. However, it is vital that every student learn the Spanish alphabet, its unique features and pronunciations, during their time in KS2 to achieve NC item v (below).

Grammar Note: Refer to the Collins easy learning Spanish verbs for excellent sentence application examples. Best efforts have been made to link regular verbs to topics, however, some are tenuous as a direct result of Spanish spellings and selecting attainable vocabulary for KS2 aged learners.

The National Curriculum (NC): Foreign Languages

Pupils should be taught to:

- i) listen attentively to spoken language and show understanding by joining in and responding. This will be covered weekly through all areas of the lessons.
- ii) explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. Over the 4 years, KS2 will use approximately 12 songs to support and consolidate their topics, books.
- iii) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Summer 1 Year A, Autumn 1 Year B, Summer 1 Year B, Summer 1 Year C, Autumn 1 Year D, Spring 2 Year D, Summer 1 Year D
- iv) speak in sentences, using familiar vocabulary, phrases and basic language structures. This will be done through teacher-led class engagement in the lessons where appropriate for year group and ability level.
- v) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. This will be covered weekly through new topic vocabulary as well as through authentic native-speaking songs. Children will also be exposed to native speaking at the end of each half term using Spanish-dubbed DVDs to enjoy!
- vi) present ideas and information orally to a range of audiences. Where appropriate in lessons and in Achievement Assemblies.
- vii) read carefully and show understanding of words, phrases and basic language structures. This will be done primarily through our book studies, as well as through song and topic vocabulary power points, which will be scanned to use on the IWB to engage and include all students.
- viii) appreciate stories, songs, poems and rhymes in the language. Over the 4 years, KS2 will study 12 books and approximately 12 songs to support and consolidate their topics.
- ix) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. This will be covered weekly through all areas of the lessons.
- x) write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Spring 2 Book Studies Year A, B,C, D Summer 1 Topic Year A, Autumn 1 Year B, Summer 1 Year C, D Autumn 2 Songs Year B, C. I am now implementing half-termly quizzes to check understanding of common phrases and simple sentences.
- xi) describe people, places, things and actions orally and in writing. This will be covered weekly through all areas of the lessons.

xii) understand basic grammar appropriate to the language including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. **Grammar coverage will be taught each half term for all 4 years of KS2.**