



MFL Level 1 Overview: Spring

Level 1 (Y3-6 2020)	Spanish Enquiry Question: How can I use my Spanish voice to expand my circle?	
Term: Spring	Who is important to me?	
Driver	Respect	
Key skills: communication through speaking, engaging in conversations, listening and responding, reading short texts on familiar topics	Big ideas: identity, community, communication, empathy and culture	
Beautiful work: produce videos for your new Spanish friends		
Real world link: engaging in a video exchange with students from a school in Catalonia, Spain		
Key Vocabulary area: Country names numbers 1-10 How are you? I am... What is your name? My name is? How old are you? I am ...years. Where are you from? I am from... Where do you live? I live in... When is your birthday? My birthday is... Do you have brothers or sisters? What are they called? What is your family like? I have...(mother, father, brothers, sisters, stepfamily) Classroom instructions (in 3rd person to support story listening)	Grammar: First person singular: me llamo, estoy, tengo, vivo, soy Third person singular: se llama, está, tiene, vive, es, hay Second person singular: te llamas, tienes, vives,	Pronunciation: there are only 5 vowel sounds in Spanish compared to 12 in English. Watch this 1 minute video. A – like ‘a’ in apple E- like ‘a’ in bay I – like ‘ee’ in bee O – like ‘o’ in log U – a bit like ‘oo’ in loo Alphabet Guide for teacher
	Resources: Detailed lesson plans Lesson PowerPoint CPD: Lesson pronunciation guide for teachers CPD: pedagogy in action videos Knowledge organiser Puppets for Y3 and 4 (5 + 6 please ask if you would like one), fly swats for ‘matamoscas’	Extra materials for teaching Spanish culture Books Y3/4 Island Born, Junot Diaz Y3/4 Abuela, Arthur Dorros Y5/6 The Colour of my Words, Lyn Joseph Y6 The Only Road, Alexandra Diaz YouTube Basho and Friends Calico Spanish

Lesson 1: Launch Cultural focus: Catalonia, Spain	WALT: plan a video for our new Spanish friends Outcome: - Chn will have a mindmap of their ideas for their video - Chn will have a list of Spanish they already know and Spanish they need to learn
Lesson 2: Cultural focus: Catalonia	WALT: speak from memory in Spanish Outcome: - Chn will practise their presentations and learn to say some or all of it from memory - Some chn will be filmed introducing themselves in Spanish
Lesson 3: Cultural focus: Catalonia	WALT: write about ourselves in Spanish Outcome: - Chn will practise their presentations and learn to say some or all of it from memory - Some chn will be filmed introducing themselves in Spanish - Some children will write up their presentations in the exercise books
Lesson 4: Cultural focus: Catalonia	WALT: check and edit our written Spanish for accuracy Outcome: - Chn will practise their presentations and learn to say some or all of it from memory - Some chn will be filmed introducing themselves in Spanish - Some children will write up their presentations in the exercise books - Some chn will begin editing their written work with a blue pen.
Lesson 5: Cultural focus: Catalonia	WALT: write about ourselves in Spanish Outcome: - Chn will practise their presentations and learn to say some or all of it from memory - Some chn will be filmed introducing themselves in Spanish - Some children will write up their presentations in the exercise books - Some chn will begin editing their written work with a blue pen - Some chn will redraft their written work for display
OPTIONAL – IF TIME ALLOWS Lesson 6: celebration Cultural focus: Catalonia	By now there may be some video responses to the children who finished first. Show these and plan your responses. Please note that there is no formal lesson plan for this lesson. Please use the materials provided this half term to create your own lessons based on the responses you receive.

Half term

Lesson 7:	WALT: say how we feel and why Outcome: -chn can respond verbally to the question 'how are you?' using 'because' -chn can ask how someone is and follow it up with 'why?'
Lesson 8:	WALT: say who is in our family Outcome: -chn can name some of the people in their family and use the verb 'tengo - I have' -chn can ask others about their families
Lesson 9:	WALT: say what people are called Outcome: - chn can verbally answer the question 'what's his/her name?' in a full sentence -chn can ask 'what's his/her name?'
Lesson 10:	WALT: describe what people are like Outcome: -chn can answer the question 'what's he/she like?' verbally with support -chn can ask someone what someone is like
Lesson 11:	WALT: speak about our families from memory Outcome: -chn are beginning to speak about their families from memory -chn record their responses

<p>Content: (what will we learn? What are the core concepts?) Identity: I am using Spanish to introduce myself. Community: I am expanding my circle by connecting with Spanish speakers in their own language. Communication: I am engaging in conversations in Spanish, being curious and</p>	<p>Coherence: (how does this link to previous learning?) This is the beginning of my Spanish learning journey at school but I am discovering that I am not a complete beginner. My knowledge of English helps me to spot similar words. I am also watching for expressions and gestures to help me</p>	<p>Creativity: (how will we show we understand in multiple ways?) Every lesson I use my body to respond to commands as we warm up our listening skills. I use my Spanish voice to ask and answer questions. I have opportunities to sing,</p>	<p>Compassion: (what opportunities are there to teach compassion?) Through hearing each other's stories, reading and meeting Spanish people, we are exploring our differences and our similarities.</p>	<p>Community: (what links are there to local resources?) By sharing my own story with Spanish speakers, I am expanding my circle beyond Blackbird Leys, Oxford and England. I am seeking out Spanish culture in Oxford and discovering that Oxford is twinned with Leon in the Spanish speaking country of</p>
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<p>asking questions. Empathy: I am actively listening and trying to understand others in their own language. Culture: I am exploring in Hispanic culture and sharing my own ideas with Spanish speakers.</p>	<p>understand new words. My phonics are helping me too as I begin to read in Spanish.</p>	<p>play games and listen to stories in Spanish. We are experimenting with the best way to present ourselves to our Spanish link school via class videos that we have designed ourselves.</p>		<p>Nicaragua.</p>
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