



MFL Level 1 Overview: Autumn

Level 1 (Y3-6 2020)	Spanish Enquiry Question: How can I use my Spanish voice to expand my circle?	
Term: Autumn	Who am I? Who are you?	
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 a video 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... Classroom instructions (deliberately in 3rd person to support term 2 story listening)	Grammar: First person singular: me llamo, estoy, tengo, vivo, soy Third person singular: se llama, está, tiene, vive, es, hay Lower case letters for some proper nouns: days of the week and months of the year	Pronunciation: Alphabet Guide for teacher G - when the g is followed by e or i, it is pronounced something like the letter "h," the same as the Spanish j and the X in México. LL – pronounced like the letter “y” H - silent Ñ – pronounced like the letters “ni” in onion (ny)
	Resources: Detailed lesson plans Lesson PowerPoint CPD: Lesson pronunciation guide for teachers - FlipGrid CPD: TPR method guide (embedded into PowerPoint) Knowledge organiser Puppets for Y3 and 4 (5 + 6 please ask if you would like one)	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

<p>Lesson 1: What's your name?</p> <p>Cultural focus: Catalonian human towers - Castells</p>	<p>WALT:</p> <ul style="list-style-type: none"> - Say what we are called in Spanish - Ask someone their name in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to respond to the question, What is your name? in a full sentence or with just their name. - Some chn will be able to ask someone else's name in Spanish.
<p>Lesson 2: How are you?</p> <p>Cultural focus: Tapas</p>	<p>WALT:</p> <ul style="list-style-type: none"> - Say how we are feeling in Spanish - Ask how someone is feeling in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to respond to the question, How are you? in a full sentence or with a gesture. - Chn should be able to recognise 4 different responses in Spanish. - Some children will be able to ask someone how they feel.
<p>Lesson 3: How old are you?</p> <p>Cultural focus: Flamenco</p>	<p>WALT:</p> <ul style="list-style-type: none"> - Say how we are in Spanish - Ask someone how old they are in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to respond to the question, How old are you? in a full sentence or with their age. - Some children will be able to ask someone's age in Spanish. - Chn will begin to recognise their numbers 1-10 in Spanish.
<p>Lesson 4: Where are you from?</p> <p>Cultural focus: Spanish speakers around the world - Hispanohablantes</p>	<p>WALT:</p> <ul style="list-style-type: none"> - Say where we are from in Spanish - Ask someone where are from in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to respond to the question, Where are you from? in a full sentence or with their country. - Some children will be able to ask someone where they live in Spanish.

<p>Lesson 5: Where do you live?</p> <p>Cultural focus: The Running of the Bulls – El Encierro</p>	<p>WALT:</p> <ul style="list-style-type: none"> - Say where we live - Ask someone where they live <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to respond to the question, Where do you live? in a full sentence or with the name of their area. - Some chn will be able to ask someone where they live in Spanish.
<p>Lesson 6: Pop Quiz & Conversation</p>	<p>Read and match questions to answers in Spanish Respond to spoken questions in Spanish Ask questions in Spanish</p>
<p>Lesson 7: Conversation Performance</p>	<p>WALT:</p> <ul style="list-style-type: none"> - hold a conversation in Spanish - speak from memory <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to engage in a predictable conversation with support - Chn should be able to ask questions about someone - Some chn will be able to speak from memory
<p>Half term</p>	
<p>Lesson 8: What day is it today?</p> <p>Cultural focus: Day of the Dead in Mexico – El Día de los Muertos (<i>Takes place on 2nd November</i>)</p>	<p>WALT:</p> <ul style="list-style-type: none"> - say what day of the week it is - listen to and read short stories in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to recognise the days of the week - Chn should be able to say which day of the week it is with support - Chn should be able to follow a short story and show comprehension of a text through drawing
<p>Lesson 9: What month is it?</p> <p>Cultural focus: Day of the Dead in Mexico – El Día de los Muertos –</p>	<p>WALT:</p> <ul style="list-style-type: none"> - say what month it is - listen to and read short stories in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to recognise the months of the year

Altars – las ofrendas	<ul style="list-style-type: none"> - Chn should be able to say which month it is with support - Chn should be able to follow a short story and show comprehension of a text through drawing
Lesson 10: What is the date today? Cultural focus: Day of the Dead in Mexico – El Día de los Muertos – Pop Quiz	WALT: <ul style="list-style-type: none"> - say today’s date in a full sentence - listen to and read short stories in Spanish Outcome: <ul style="list-style-type: none"> - Chn should recognise numbers 1-31 - Chn should be able to say the what the date is - Chn should be able to follow a short story and show comprehension of a text through drawing
Lesson 11: When is your birthday? Cultural focus: Mexican Quinceanera celebration	WALT: <ul style="list-style-type: none"> - say when my birthday is - ask someone when their birthday is - listen to and read short stories in Spanish Outcome: <ul style="list-style-type: none"> - Chn should be able to say when their birthday is - Chn should be able to ask someone when their birthday is - Chn should be able to follow a short story and show comprehension by acting out lines
Lesson 12: Cultural focus: Mexican piñatas	WALT: <ul style="list-style-type: none"> - sing Christmas songs in Spanish - listen to and read short stories in Spanish Outcome: <ul style="list-style-type: none"> - Chn should be able to sing a Christmas song with support - Chn should be able to follow a short story and show comprehension by answering questions in Spanish
Lesson 13: Pop Quiz & Song rehearsal	Pop Quiz: reading <ul style="list-style-type: none"> - Check comprehension of written numbers: maths - Check comprehension of questions and answer - Check comprehension of longer texts including key vocab: read and respond in English
Lesson 14 Birthday Alternative Cultural focus: Mexican	WALT: <ul style="list-style-type: none"> - write to a friend in Spanish Outcome:

Mañanitas	- Chn write Spanish birthday/Christmas cards
Lesson 14 Christmas singing Cultural focus: El Tio – Catalan Christmas tradition	WALT: - write to a friend in Spanish Outcome: - Chn write Spanish Christmas cards for a friend

<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 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>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 understand new words. My phonics are helping me too as I begin to read in Spanish.</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, 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>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 Nicaragua.</p>
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