



## MFL Level 1 Overview: Summer

<b>Level 1</b> (Y3-6 2020)	<b>Spanish Enquiry Question:</b> What makes me happy?	
<b>Term: Summer</b>	What makes me happy?	
<b>Driver</b>	Respect	
<b>Key skills:</b> communication through speaking, engaging in conversations, listening and responding, reading short texts on familiar topics, beginning to write simple sentences in Spanish with a glossary.	<b>Big ideas:</b> identity, community, communication, empathy and culture	
<b>Beautiful work:</b> produce a short letter to a Spanish friend.		
<b>Real world link:</b> engaging in a letter exchange with a school in Catalonia, Spain		
<b>Key Vocabulary area:</b> Feelings and emotions Likes and dislikes Food Adjectives to justify opinions Friends and family Classroom instructions (in 3rd person to support story listening)	<b>Grammar:</b> main foci in <b>bold</b> First person singular: me llamo, estoy, <b>tengo</b> , vivo, soy, <b>me gusta</b> Third person singular: <b>se llama</b> , está, tiene, vive, <b>es</b> , hay Second person singular: te llamas, tienes, vives,	<b>Pronunciation:</b> there are only 5 vowel sounds in Spanish compared to 12 in English. <a href="#">Watch this 1 minute video.</a> 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 <a href="#">Alphabet Guide for teacher</a>
	<b>Resources:</b> Detailed lesson plans Lesson PowerPoint with embedded audio pronunciation guides (CPD) <b>CPD:</b> TPR pedagogy in action Knowledge organiser Puppets for Y3 and 4 (5 + 6 please ask if you would like one), fly swats for ‘matamoscas’	<b>Extra materials for teaching Spanish culture</b> <b>Books</b> Y3/4 <a href="#">Island Born, Junot Diaz</a> Y3/4 <a href="#">Abuela, Arthur Dorros</a> Y5/6 <a href="#">The Colour of my Words, Lyn Joseph</a> Y6 <a href="#">The Only Road, Alexandra Diaz</a> <b>YouTube</b> <a href="#">Basho and Friends</a> <a href="#">Calico Spanish</a>

<b>Lesson 1: Launch</b>  <b>Cultural focus:</b> Leon, Nicaragua	<b>WALT:</b> talk about our likes and dislikes <b>Outcome: reading comprehension</b> - chn will respond to comprehension questions on a short Spanish text with audio
<b>Lesson 2:</b> <b>Cultural focus:</b> Maysana volcano, Nicaragua	<b>WALT:</b> talk about our likes and dislikes <b>Outcome: reading comprehension</b> - chn will respond to comprehension questions on a short Spanish text with audio
<b>Lesson 3:</b> <b>Cultural focus:</b> El desayuno Nica – Nicaraguan breakfast	<b>WALT:</b> read about our likes and dislikes <b>Outcome: reading comprehension / accurate pronunciation</b> - chn will read aloud (chorally with the teacher) a short text in Spanish and be able to answer some questions orally about pronunciation with support. - chn will respond to comprehension questions on a short Spanish text with audio
<b>Lesson 4:</b> <b>Cultural focus:</b> El Gallo Pinto – Nicaraguan beans and rice	<b>WALT:</b> read about our likes and dislikes <b>Outcome: reading comprehension / accurate pronunciation</b> - chn will read aloud (chorally with the teacher) a short text in Spanish and be able to answer some questions orally about pronunciation with support. - chn will respond to comprehension questions on a short Spanish text with audio
<b>Lesson 5:</b> <b>Cultural focus:</b> Nicaraguan 3-toed sloth	<b>WALT:</b> say why we like or dislike something. <b>Outcome: reading comprehension / accurate pronunciation</b> - chn will read aloud (chorally with the teacher) a short text in Spanish and be able to answer some questions orally about pronunciation with support. - chn will respond to comprehension questions on a short Spanish text with audio - some chn will begin to write simple sentences by innovating a model example
<b>Half term</b>	
<b>Lesson 6:</b> <b>Cultural focus:</b> bull-sharks in lake Managua, Nicaragua	<b>WALT:</b> talk about our friends. <b>Outcome: reading comprehension / accurate pronunciation</b> - chn will read aloud a short text in Spanish with a partner and be able to answer some questions orally about pronunciation. - chn will respond to comprehension questions on a short Spanish text with audio - some chn will begin to write simple sentences by innovating a model example

<p><b>Lesson 7:</b>  <b>Cultural focus:</b> animals of Nicaragua</p>	<p><b>WALT:</b> say why we like our friends.  <b>Outcome: reading comprehension / accurate pronunciation</b>  - chn will read aloud a short text in Spanish with a partner and be able to answer some questions orally about pronunciation.  - chn will respond to comprehension questions on a short Spanish text with audio  - some chn will begin to write simple sentences by innovating a model example</p>
<p><b>Lesson 8:</b>  <b>Cultural focus:</b> la musica de Nicaragua – la marimba</p>	<p><b>WALT:</b> read longer texts and write our own.  <b>Outcome: writing</b>  - chn will read aloud a short text in Spanish with a partner and correct their own pronunciation by listening to a model reading.  - Chn will begin to write simple sentences by innovating a model example with teacher support.</p>
<p><b>Lesson 9:</b>  <b>Cultural focus:</b> explore Nicaragua on a map</p>	<p><b>WALT:</b> read longer texts and write our own.  <b>Outcome: writing</b>  - chn will read aloud a short text in Spanish with a partner and correct their own pronunciation by listening to a model reading.  - Chn will begin to write simple sentences by innovating a model example with teacher support.</p>
<p><b>Lesson 10:</b></p>	<p><b>WALT:</b> write about ourselves and our friends in Spanish.  <b>Outcome: writing</b>  - Chn will write a text introducing themselves and giving their opinion. Some chn with justify their opinion.</p>

<p><b>Content:</b> (what will we learn? What are the core concepts?)</p> <p><b>Identity:</b> I am using Spanish to express my opinions.</p> <p><b>Community:</b> I am expanding my circle by connecting with Spanish speakers in their own language.</p> <p><b>Communication:</b> I am beginning to read in Spanish and write with support.</p> <p><b>Empathy:</b> I am beginning to read about other people.</p> <p><b>Culture:</b> I am exploring Nicaraguan culture as well as sharing my own.</p>	<p><b>Coherence:</b> (how does this link to previous learning?)</p> <p>I am continuing to practise introducing myself and becoming more confident, speaking from memory. I am now linking the pronunciation of familiar words to the written word. I am familiar with talking about how I feel and why and I am now expanding my vocabulary for expressing my opinion.</p>	<p><b>Creativity:</b> (how will we show we understand in multiple ways?)</p> <p>Every lesson I use my body to respond to commands as we warm up our listening skills.</p> <p>I use my Spanish voice to ask and answer questions.</p> <p>I have opportunities to sing, play games and read factual and fictional texts in Spanish.</p> <p>I am beginning to create characters in Spanish and write about them.</p>	<p><b>Compassion:</b> (what opportunities are there to teach compassion?)</p> <p>Through hearing each other's stories, reading and meeting Spanish people, we are exploring our differences and our similarities.</p>	<p><b>Community:</b> (what links are there to local resources?)</p> <p>By sharing my own story with Spanish speakers, I am expanding my circle beyond Blackbird Leys, Oxford and England.</p> <p>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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