



**MFL Level 2 Overview: Autumn**

<b>Level 1</b> (Y4-6 2020)	<b>Spanish Enquiry Question:</b> What makes a home?	
<b>Term: Autumn</b>	What makes a home?	
<b>Driver</b>	Respect	
<b>Key skills:</b> communication through speaking, engaging in conversations, listening and responding, reading short texts on familiar topics, writing a short text using a writing frame and a Spanish glossary.		<b>Big ideas:</b> identity, community, communication, empathy and culture
<b>Beautiful work:</b> draft, edit and publish a piece of writing about your home.		
<b>Real world link:</b> engaging in a letter exchange with a school in Nicaragua.		
<b>Key Vocabulary area:</b> My feelings My home My opinions	<b>Grammar:</b> main foci in <b>bold</b> First person singular: me llamo, estoy, <b>tengo, vivo</b> , soy, me gusta Third person singular: se llama, está, tiene, vive, <b>es, hay</b> Second person singular: te llamas, tienes, <b>vives</b> ,  Masculine and feminine nouns and adjectives. <a href="#">Video guide for teachers</a>	<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 href="#">Alphabet Guide for teacher</a>
<b>Revision materials</b> <a href="#">Numbers 1 – 20 - Song</a> <a href="#">Numbers 20 – 500 – Song</a> <a href="#">Singing happy birthday</a> <a href="#">Days of the week - song</a> <a href="#">Months of the year - song</a>	<b>Resources:</b> Detailed lesson plans Lesson PowerPoint with embedded audio pronunciation guides (CPD) <b>CPD:</b> <a href="#">Spanish TPR (pedagogy in action) video</a> Knowledge organiser Puppets for Y3 and 4 (5 + 6 please ask if you would like one), fly swats for 'matamoscas' (slap the board). Ask Sally Rose if you need a set.	<b>Additional 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:</b> recap <b>Cultural focus:</b> Christopher Columbus; discovery or invasion?	<b>WALT:</b> recall our Spanish. <b>Outcome:</b> reading - Spanish quiz - chn will review their Spanish routines (breathing, how are you? and TPR) - chn will learn more about South American history
<b>Lesson 2:</b> size <b>Cultural focus:</b> traditional Chilean homes	<b>WALT:</b> describe our home. <b>Outcome:</b> speaking – conduct a survey - chn will use adjectives to describe size - chn will ask the question, Where do you live? <b>Grammar:</b> masculine and feminine nouns + adjectives
<b>Lesson 3:</b> appearance <b>Cultural focus:</b> homes in Lima, Peru	<b>WALT:</b> describe our home in more detail. <b>Outcome:</b> speaking from memory - chn will use adjectives to describe the appearance of their home <b>Grammar:</b> masculine and feminine nouns + adjectives
<b>Lesson 4:</b> colour <b>Cultural focus:</b> colourful houses of Guatapé, Colombia	<b>WALT:</b> describe the colour of our homes. <b>Outcome:</b> reading comprehension - chn will read very short texts describing a variety of homes <b>Grammar:</b> masculine and feminine nouns + adjectives
<b>Lesson 5:</b> Q&A <b>Cultural focus:</b> homes in the Amazon rainforest	<b>WALT:</b> talk about our homes from memory <b>Outcome:</b> speaking from memory - chn will translate a text using multiple choices - chn will read aloud a short text in Spanish - chn will ask and answer the question Where do you live? From memory using the new vocabulary from this half term.
<b>Half term</b>	
<b>Lesson 6:</b> likes <b>Cultural focus:</b> Bogota, Colombia	<b>WALT:</b> say what we like about our homes. <b>Outcome:</b> speaking from memory - Chn read other people’s opinions of their homes (positive) - Chn ask and answer the question ‘do you like your house/flat?’
<b>Lesson 7:</b> dislikes <b>Cultural focus:</b> Tenerife	<b>WALT:</b> say what we dislike about our homes. <b>Outcome:</b> speaking from memory - Chn read others people’s opinions of their homes (positive and negative) - Chn ask and answer the question ‘do you like your house/flat?’ giving positive and negative opinions with justifications.

<b>Lesson 8:</b> write	<b>WALT:</b> write about ourselves and our homes. <b>Outcome:</b> reading comprehension and writing - chn will read aloud a short model text in Spanish with a partner and correct their own pronunciation. - chn will begin to write simple sentences by innovating a model example with teacher support.
<b>Lesson 9:</b> edit	<b>WALT:</b> edit our written work for grammar. <b>Outcome:</b> writing - chn will identify errors using their knowledge of masculine and feminine nouns and adjective spelling - chn will correct their own work and add detail.
<b>Lesson 10:</b> publish + quiz	<b>WALT:</b> publish our Spanish writing for our friends in Nicaragua and Spain. <b>Outcome:</b> writing - Chn will write a text introducing themselves, giving opinions with justifications and describing their homes. - chn will complete an end of term quiz online.

<b>Content:</b> (what will we learn? What are the core concepts?) <b>Identity:</b> I am using Spanish to express my opinions. <b>Community:</b> I am expanding my circle by connecting with Spanish speakers in their own language. <b>Communication:</b> I am beginning to read in Spanish and write with support. <b>Empathy:</b> I am beginning to read about other people. <b>Culture:</b> I am exploring Nicaraguan culture as well as sharing my own.	<b>Coherence: (how does this link to previous learning?)</b> I can introduce myself, give my opinions and I am now learning a wider variety of adjectives to justify my views. I am continuing to gain confidence when speaking from memory. I am now linking the pronunciation of familiar words to the written word. This term I will use this knowledge, to begin to write in full sentences.	<b>Creativity: (how will we show we understand in multiple ways?)</b> 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 read factual and fictional texts in Spanish. I am beginning to describe the world around me with increasing detail.	<b>Compassion: (what opportunities are there to teach compassion?)</b> Through hearing each other's stories, reading and meeting Spanish and Spanish speaking people, we are exploring our differences and our similarities.	<b>Community: (what links are there to local resources?)</b> By sharing my own story with Spanish speakers, I am expanding my circle beyond Blackbird Leys, Oxford and England. I am investigating the way others live and enjoying discovering similarities and differences.
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