School Improvement
Liverpool

Primary Modern Foreign Languages

MFL Spanish Year 5/6 (B)

KS2 Scheme of Work

Spring 1 (B) Y5/6: The World Around Us (Town/Directions)

MFL KS2 schemes of work, School Improvement Liverpool.

Rationale:
This four-year scheme is based on the national curriculum programmes of study. Each objective has been broken down in to 4 levels to form a framework of age- related expectations. The scheme, which includes weekly-planning, is designed to build knowledge and skills, encouraging pupils to become increasingly independent and creative in their language study. Each half term follows a theme, enabling language and structures to be revisited and embedded. The aim is to produce language- learners who are well-equipped for key stage 3.

Assessment:
Prior learning has been identified in bold print and should always be assessed and reinforced as part of the teaching process. In addition, activities which particularly lend themselves to assessment and the gathering of evidence have been underlined.

Delivery:
It is recommended that pupils receive 1 hour of language teaching per week in order to be able to achieve the age-related expectations. Teaching should be delivered by someone with good subject knowledge. Where this is an external provider, we recommend that the class-teacher is present, and works collaboratively with the specialist in order to embed language learning in the curriculum. The class-teacher should also be part of the assessment process.

Other publications:
A series of booklets aimed at developing reading and writing skills are available for each half term within each year group. The activities are differentiated, and match the age-related expectations in those skill areas. The cost for the set of 48 booklets is £100. Schemes are also available for EYFS/KS1.

Inset training:
The Liverpool MFL team can provide bespoke staff training. This is free as part of the universal offer for Liverpool maintained schools, and can be arranged at a cost, for schools outside of the city, or who are not part of the Universal Offer.

KEY:
- Red print indicates suggested activities which include extra challenge.
- **Bold print indicates prior learning.** (Bracketed content shows possible prior learning dependant on the 2-year A/B cycle)
- Underlined LOs indicate suggested assessment opportunities.

Learning Objectives:	Language and Structures:
Read, ask and answer questions [POS3]	**¿Cómo te llamas?¿Cómo estás? ¿Qué tal?¿Dónde vives?¿Cuántos años tienes?¿Cuándo es**
Use third person to give some information about others	**tu cumpleaños?¿Tienes hermanos? ¿Qué deporte/color te gusta? ¿Qué tiempo hace?**
[POS12]	**¿Cuántas personas hay en tu familia? ¿De qué color es/ son?**
Talk in complex sentences about where you or someone else lives.	**¿Cómo se llama tu madre/ padre? ¿Dónde vive tu madre/ padre? ¿Cuántos años tiene tu**
[POS4]	**madre/ padre? ¿Tiene hermanos? ¿Cuándo es su cumpleaños?** (¿Qué le duele?)
(Recall rooms of the house and say what rooms there are in your	**¿Cuántas personas hay en tu familia? ¿En qué trabaja tu padre/ madre?**
house (Y5/6 A spring 2) [**POS4**]	
Recognise the written words for places in a town/ directions/	**Vivo, vive, vives en Inglaterra**
prepositions	En …una casa, un apartamento/un piso, una granja, un chalet.
Spell places in a town/ directions/ prepositions from memory	Grande, mediano/a, pequeño/a, viejo/a, moderno/a
[POS2]	En un pueblo, en la ciudad, al lado del mar, en la montaña, en el campo
Write a series of sentences about what there is to do in one's city.	**Tener: Tengo, tienes, tiene**
[POS9/10]	**Vivir: Vivo, vives, vive**
Predict the pronunciation of unfamiliar language **[POS7]**	**Llamarse: Me llamo, te llamas, se llama**
Give directions using the imperative and **prepositions (Y3/4 B,**	(En mi casa, mi apartamento hay….)
Spring 2)	(Rooms in the house from year 5/6 A)
[PO4/5]	Places in the town:
Listen and show understanding of someone else giving directions	¿Qué hay en la ciudad? En … [no] hay un /una …
[POS1]	El/un cine, el/un parque, el/un estadio de fútbol, el/un supermercado, el/un mercado,
Recognise written sentences containing prepositions and	el/un centro comercial, el/un banco, el/un polideportivo
directions. POS8	la/una tienda, la/una catedral, la/una estación de tren, la/una piscina, la/una playa
Write sentences about where things are in relation to others, using	Los/unos, las/unas (for use with all of the above)
prepositions. **[POS10/11]**	
Recognise phonemes 'v, ñ, z, qu, ci, ce,' stress accents. **[POS7]**	¿Dónde está el /la …?' a la derecha, a la izquierda, todo recto, gire a la derecha, gire a la
(Read and show understanding of multiples of ten to 100) (Y5/6 Spring 1)	izquierda, siga todo recto, está a la derecha/ a la izquierda, para, Il lado de, entre, delante de.
[POS8]	Cien/ciento …, mil
(Repeat, recognise and produce multiples of 10 to 100) (Y5/6 Spring1 A)	(Diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta noventa, cien) (Y5/6 Spring
[POS1/4/5	1 A)
Phonemes: 'v, ñ, z, qu, ci, ce,' stress accents	**Resources:**
Grammar:	Power-point, flashcards
First three persons of verbs 'to live', 'to have' and 'to be	
called'	
Personal pronouns in first 3 persons	
Imperatives. A, al, a la.	

Week	Learning Objectives:	Suggested Activities	Language
1	Ask and answer personal questions using first and third person of the verb to live, to have and to be called. Introduce pupils to the verb paradigm for the first three parts of the verb. POS3/12	• Ask and answer PQs around the class responding in the first and third person of the verbs, focusing on the verb 'to live' for use in this unit. Pupil to ask another pupil where he lives and then tell the class the information about that person. (They could be given a random place name from the bag so that answers are varied)	**¿Cómo te llamas?¿Cómo estás? ¿Qué tal?¿Dónde vives?¿Cuántos años tienes?¿Cuándo es tu cumpleaños?¿Tienes hermanos? Tienes una mascota/un animal en casa? ¿Qué deporte (color, animal, fruta) te gusta? ¿Qué tiempo hace?** (¿Qué (ropa) llevas?) **¿Qué hora es? ¿Cuántas personas hay en tu familia? ¿De qué color es/ son? ¿Cómo se llama tu madre/ padre? ¿Dónde vive tu madre/ padre? ¿Cuántos años tiene tu madre/ padre? ¿Tiene hermanos/ una mascota? ¿Cuándo es su cumpleaños?** (¿Qué le duele? Qué lleva él/ella?) **¿Cuántas personas hay en tu familia? ¿En qué trabaja tu padre/ madre? A qué hora te levantas?** **Tener: Tengo, tienes, tiene** **Vivir: Vivo, vives, vive** **Llamarse: Me llamo, te llamas, se llama** **Vivo, vive, vives en Inglaterra**
	Repeat, recognise and produce names and descriptions of types of dwelling within a sentence. POS4	• Repeat, recognise and produce names of dwellings using pictures then moving on to giving pupils a choice between 'house or flat' when saying where they live. Encourage pupils to speak in full sentences from the start. Some pupils will be able to make sentences using the third person. • Repeat the words for size using actions and encourage pupils to also describe the size of their house or flat.	En una casa, un apartamento/un piso, una granja, un chalet. Grande, mediano/a, pequeño/a, viejo/a, moderno/a
	Repeat, recognise and produce names of types of area. Produce sentences giving information about where	• Repeat recognise and produce names for types of area using pictures	En un pueblo, en una ciudad, al lado del mar, en la montaña, en el campo

	you live. POS4	• Using picture prompts on a power-point or flashcard, elicit sentences from pupils about where they live, giving the dwelling and the type of area. The grid game could be used here to encourage pupils to make sentences.	
	(Count forwards in multiples of 10 to 100 POS1/4)	• (Use numeral cards to introduce and repeat the numbers. Sing the Zumba numbers song with actions)	(Diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta noventa, cien) (Y5/6 A Spring 1)
2	Ask and answer PQs in first and third person using verbs 'to be called' 'to live' and 'to have' (with age) POS3/12	• Ask questions around the class, requiring pupils to give personal information about themselves and others. Pupils should also be required to ask the questions to others.	**See week 1** (En mi casa, en mi apartamento hay….) (Rooms in the house from year 5)
	Produce sentences giving information about where you live and where others live POS4/12	• Human sentences -create word cards of components of a sentence and give cards to individual pupils. Ask them to get into the correct order so that all the components make a sentence. Look at the sentence and ask pupils to substitute words to create new sentences by changing the pronoun/verb/place. • Guess the sentences- pupils guess the sentence the teacher has written on his/her whiteboard. Each correctly guessed component (pronoun, verb, place) is written on the board until the whole sentence is revealed.	Example sentence : 'Vivo en Liverpool en Inglaterra, en una casa mediana a lado del mar.'
	(Recall rooms of the house from last year and include them) and produce a spoken paragraph about where you live. POS5)	• Assess recall of names of the rooms of the house learnt in year 5 and reinforce where necessary using repetition, recognition and production activities. Pupils should try to make as long a sentence as possible about where they live using last week's language. (More able will be able to remember and	(En mi casa hay….) (Rooms in the house from year 5)

		use the previously learnt rooms in the house to extend their descriptions.)	
		• Pass a ball or toy around the class and with each pass the pupil has to add an additional piece of information.	
	(Count forwards using multiples of 10 to 100 POS4/5)	• (Sing the Zumba numbers song with actions. Count forwards and backwards in 10s playing ping-pong)	(10 – 100)
3	Ask and answer questions in the third person, using verbs 'to be called', 'to live' and 'to have' (with age). POS3/12	• Put some small cards of different places in a bag, pass it round and when it lands on a pupil ask where he/she lives. Then class repeat 'He lives...' When all the place names have been taken from the bag, play a memory game so that pupils have to remember where people live giving the sentence 'she lives.... This game can be played with names and ages and then a mixed selection of all. More able pupils could be encouraged to give additional information.	See week 1
	Deduce meaning of places in the town from a list, using association and where necessary a dictionary. POS9

Predict the pronunciation of the new vocabulary using knowledge of phonemes and reinforce via repetition. POS7 | • Show pupils a list of words for places in the town and ask them to deduce the meaning by association/dictionary.

• Predict the pronunciation of the words for places in the town, followed by repetition activities using both picture and word to reinforce pronunciation, with a focus on phonemes. eg repeat if true, repeat in the opposite style to the teacher. | El /un cine
El /un parque
El /un estadio de fútbol
El /un supermercado
El /un mercado
El /un centro comercial
El /un banco
El /un polideportivo
La /una tienda,
La /una catedral
La /una estación de tren
La /una piscina
La /una playa |
| | Recognise all places in the town both aurally and written word. POS2/7 | • Recognition activities using both pictures and written word eg: Four corners, slam, card above the head. | Los/unos, las/unas (for use with the above vocab) |

	<u>Produce names of all places in the town with focus on phonemes 'qu, ci, ce' POS2</u>	• <u>Production of all names of places in the town with a focus on the key phonemes contained within them. (Which one's missing, cards in a line etc)</u>	
	Recognise and memorise places in a town in written word with focus on phonemes qu, ci and ce. POS2	• Pupils to test each other on how many words for places in the town they can remember using sets of pair-work cards (pictures and words) or simply a list. Encourage memorisation techniques such as 'say the word, cover it, say it again, check it's right'.	
	<u>Write names of places in town from memory. POS7</u>	• <u>Noughts and crosses- use the initial letters of each word as the prompt. Eg EB – El banco. More able pupils should be asked to write the full word from memory on a whiteboard.</u>	
	(Recognise multiples of 10 to 100 out of sequence. POS1)	• (Play slam/lotto/yes or no game with multiples of 10 to 100)	(10 – 100)
4	Produce a short paragraph orally giving personal information in the third person. To include the verb 'gustar'. POS4	• Ppt with slides in the third person about a person. Class repeat each slide reading the phrases. This is followed by simply a series of picture prompts from which pupils are required to recall and produce the corresponding phrase	**Se llama** **Vive** **Tiene .... años** **Su cumpleaños es el...** **Le gusta/n. No le gusta/n.**
	Repeat, recognise and produce sentences about what there is in Liverpool POS1/4	• Repetition, recognition and production of places in the town within the sentence 'En Liverpool hay...' • Sing the song 'En Liverpool hay...'. to the tune of 'Sing Hosanna'	¿Qué hay en la ciudad? En (Liverpool) hay un /una... No hay un /una ...
	<u>Produce both verbally and in writing a paragraph about where you live. POS5/10</u>	• <u>Using a power-point or flashcards as prompts ask pupils to produce sentences about where they live and what there is in Liverpool. This could be practised in twos</u>	

		and then performed for the class. (Preparation for assessment). Some pupils may use adjectives to describe the places.	Additional language eg : grande/mediano/pequeño/interesante/viejo/a nuevo/a
	Write a series of sentences about what there is to do in Liverpool POS9/10	• .Complete a differentiated work-sheet requiring pupils to first match names places in the town to pictures. More able pupils could be required to write a few sentences about what there is to do in Liverpool using a language scaffold and using a dictionary and other references to extend their writing.	
	(Name multiples of 10 to 100 out of sequence POS4/5)	• (Play OXO/Guess my number/Around the world)	(10 – 100)
5	Ask and answer questions in the third person. POS3	• Play 'Mr and Mrs' – a boy answers questions about himself whilst his 'wife' is outside the room. She comes in and is asked to guess what he has answered using the third person. She scores points for each correct answer. Then they swap roles. Who knows most about their partner? Class affirms or denies whether their answer is correct or not and repeat the correct sentence (in the third person).	**All previously learnt questions and answers.**
	Repeat and produce the question '¿Dónde está….? POS1/3	• Chant the question ''¿Dónde está…?' Using places in the town '. This can be done as a rap or song to a tune such as 'Who let the dogs out?'	'¿Dónde está el /la…?'
	Repeat and recognise sentences giving directions POS1	• Repeat and recognise directions: teacher calls out directions accompanied by actions, class copy and repeat. • Play copy if I do it correctly, don't copy if I do it wrong • Sing directions song. • Make the classroom into a 'town' eg pupils represent places in the town by holding a	a la derecha, a la izquierda, gire a la derecha, gire a la izquierda, siga todo recto, está a la derecha/ a la izquierda, para

		flashcard. The gaps between the desks represent the roads. The teacher (and possibly one or two more able pupils) direct a pupil around the class.	
	Produce sentences giving directions POS5	• Using a power-point of a simple map, teacher gives directions and pupils say where they arrive by following them. • Using the map again pupils decide where they want to go and all chant the question again '¿Dónde está el banco?' The class gives the directions to arrive at that place.	
	(Read and pronounce multiples of 10 and show understanding POS7/8)	• (Speed reading, put written numbers in correct order (against the clock), read and write correct digit on mini boards)	(10 – 100)
6	Ask and answer questions in the third person. POS3/12	• The class makes up a fictional profile, giving 3 choices for each piece of information. A class member who has been outside whilst the profile was decided upon is required to guess the correct choice. Each time they get it wrong they go back to sentence one and the whole class repeats each piece of information. This results in the whole class 'chanting' a paragraph in the third person.	**All previously learnt questions and answers.**
	Produce the question '¿Donde está....?' independently in sentences with place names. POS5	• Produce the question '¿Dónde está...?' in response to pictures of places in the town.	
	Recognise, follow and give directions in a town including prepositions. POS1/5 Repeat, recognise and produce prepositions in sentences about where things are in the town. POS5	• Show map of a town and do the same activity as last week, followed up by pair-work. • Introduce and practice prepositions – sing with actions • Using the map again teacher asks where things are in relation to each other. Eg 'El banco está delante de la piscina'. Pupils	Al lado de, entre, delante A la derecha/ a la izquierda

		say whether the statements given by the teacher are true or false. • Pupils produce sentences using prepositions. This can be practised as a whole class or in pairs. • Pupils give directions again using the map but this time including prepositions. This can be done as the whole class or as a pair-work. • Complete a differentiated worksheet requiring pupils to recognise then write sentences containing prepositions and directions using a language scaffold. Some pupils may be able to write some sentences from memory.	
	Recognise written sentences containing prepositions and directions POS8 Write sentences about where things are in relation to others, using prepositions. POS10/11		

Age Related Expectations

Speaking and Listening

POS1.3 Listen and show understanding of more complex familiar sentences

POS3.3 Ask and answer more complex familiar questions with a scaffold of responses.

POS4.3 Use familiar vocabulary to say more complex sentences using a language scaffold

POS5.3 Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language

Reading and Writing

POS7.3 Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of phonemes

POS8.3 Read and show understanding of complex sentences using familiar language

POS9.3 Use context and prior knowledge to determine the meaning of words

POS10.3 Write and say longer sentence to describe people, places, things and actions using a language scaffold

POS11.3 Write familiar longer sentences from memory with understandable accuracy

Grammar

POS12.3 Name the words for the definite article and use correctly; construct more complex sentences; use the correct form of third person singular and plural for high frequency verbs; use correct prepositions; state the differences/ similarities with English.

Age Related Expectations

Speaking and Listening

POS1.4 Listen and show understanding of more complex sentences containing words and gist with unfamiliar words

POS2.4 Identify patterns of language and link sound to spelling

POS3.4 Engage in a short conversation using familiar questions and express opinions. Ask for clarification and help

POS4.4 Manipulate language to create and say sentences of own choice using familiar language

POS5.4 Manipulate language using a language scaffold to present their own ideas and information in more complex sentences

Reading and Writing

POS7.4 Read and pronounce familiar words accurately using knowledge of phonemes as support

POS8.4 Read and show understanding of complex sentences using familiar language. (New this half term)

POS9.4 Use a bi-lingual dictionary to look up new words and broaden vocabulary

POS10.4 Write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary

POS11.4 Write familiar long/ complex sentences from memory, changing words to create new sentences, with understandable accuracy

Grammar

POS12.4 Use of some common verbs in first, second and third person. Use of the imperative for giving directions

Assessment Opportunities
- Photograph of pupils' work on whiteboards   - Video recording of pupils   - Photocopy of pupils' worksheets/written work   - Photograph of teacher using resources {flashcards/Smartboard}   - Record pupil achievements on assessment monitoring sheet.

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