



**MFL  
Spanish  
Year  
3/4 (B)**

***KS2 Scheme  
of Work***

**Autumn 1 (B)**

**Self, family and friends (Descriptions)**

## 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 and planning 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 indicates possible prior learning depending on 2-year A/B cycle)
- Underlined LOs/activities indicate suggested assessment opportunities.

<p><b>Learning Objectives:</b>          Produce basic greetings [POS1/4]          Ask and answer questions: name, feelings, where you live, age, brothers and sisters [POS3]          Produce 1-10 (20) in and out of order and match to digit [POS1/4/9]          Say how many there are of something [POS4]          Produce (recall) colours [POS1/4/9]          (Recall body parts) recognise and produce new body parts [POS1/4/9]          Repeat, recognise and name (recall) colours [POS1, POS2, POS4]          Ask for and state eye colour [POS4]          Listen and show understanding of sentences describing eye colour [POS1]          Ask about and describe hair [POS4]          Read and show understanding of sentences describing hair [POS8]          Show understanding of word order. [POS12]          Show understanding of agreement of adjectives. [POS12]          Produce sentences orally about eyes and hair (with support) [POS5, POS10]          Copy sentences accurately containing familiar words [POS10]          Produce written sentences about eyes and hair [POS10, POS11]          Use verbs (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular) in the present tense (tener) [POS12]          Use numbers 1 – 10 (20) [POS4]          Recognise and produce the phonemes – ‘rr’, ‘ñ’, ‘z’, ‘v’ [POS7]</p>	<p><b>Language and structures</b>          (Hola, buenas tardes, hasta luego, adiós, gracias)          (¿Cómo te llamas? Me llamo ...)          (¿Qué tal? / ¿Cómo estás? Estoy muy bien/bien/así así/ mal)          (¿Dónde vives? Vivo en ... )          (¿Cuántos años tienes? Tengo ... años)          (¿Tienes hermanos? Tengo un (dos) hermano(s) y una (dos) hermana(s). No tengo. Soy hijo/a único/a)          (La cabeza, los hombros, las rodillas, los pies, los ojos, las prejas, la boca, la nariz)          El pelo, los dientes          (Rojo, azul, amarillo, verde, naranja, lila, rosa, marrón, gris, blanco, negro)          ¿De qué color tienes los ojos? Tengo los ojos ... verdes, marrones, azules, grises, negros, castaños          ¿Cómo tienes el pelo? Tengo el pelo ...negro, castaño, rubio. Soy pelirrojo/a  <b>Tengo el pelo... largo, media melena, corto, ondulado, liso, rizado</b>          Tiene ...  <b>El Monstruo Verde</b>          Tiene ...un, una ...grande(s), mediano/a(s), pequeño/a(s), largo/a(s), ojos, nariz, boca, dientes, orejas, pelo, cabeza          amarilla, azules, roja, blancos, puntudos, violeta, marrón, despeinado, verde, aterradora          (Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. )          (Once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte)</p>
<p><b>Phonemes:</b> ‘rr’, ‘ñ’, ‘z’, ‘v’  <b>Grammar:</b>          Word order – nouns and adjectives. Adjectival agreement.          1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular of verbs in the present tense.</p>	<p><b>Resources:</b>          Flashcards, ppt slides  <b>Stories:</b>          El Monstruo Verde</p>

Week	Learning Objectives:	Suggested Activities	Language
1	<p>Recognise and use basic greetings in Spanish POS1</p> <p>Ask and answer personal questions POS2 Use verbs in the present tense. POS12</p> <p>Repeat and recognise (recall) 4 parts of the body POS1 Repeat and recognise masc/ fem/ plural articles POS1 /POS12</p> <p>Repeat and recognise (recall) 5 colours POS4</p> <p>Produce 4 body parts with correct articles POS4/POS12</p> <p>Count forwards 1 – 10 (20) POS4</p>	<ul style="list-style-type: none"> <li>Greetings: Say hello/ goodbye to famous TV characters</li> <li>Clap rhythm of question and answer – class join in with words. Timed responses around the whole class</li> <li>Body: choral repetition; shout -whisper game</li> <li>Repeat colours in different voices, follow me, opposites. Hide and seek</li> <li>¿De qué color es? Give 2 choices</li> <li>Telepathie – guess my colour</li> <li>Body: [deliberately group words into masc/ fem/ plural]. Repetition with hide and seek game: shout-whisper game Recognition-‘Simon dice’; yes-no game; four corners.</li> <li>Repeat numbers 1-10 (with actions) – count fingers, pupils, books etc. Sing to a familiar tune</li> <li>Pick a number card and count on to 10 (20) from that number.</li> </ul>	<p>(Hola, buenas tardes, hasta luego, adiós, gracias)</p> <p>(¿Cómo te llamas? Me llamo ...)</p> <p>El cuerpo (La cabeza, los hombros, las rodillas, los pies)</p> <p>(Azul, amarillo, verde, naranja, lila)</p> <p>(Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.) (Once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte)</p>

2	<p>Ask and answer personal questions POS3 Use verbs in the present tense (Tener/Ser) POS12</p> <p>Produce 4 body parts POS4</p> <p>Repeat and recognise 4 more body parts. POS4, POS5, POS6</p> <p>Produce colours POS4</p> <p>Repeat and recognise 5 more colours POS1</p> <p>Recognise numbers to 10 (20) and match to correct digit POS4</p>	<ul style="list-style-type: none"> <li>• Use flashcards to introduce/revisit question and possible answers- class to repeat in different styles/tones/speeds</li> <li>• Children suggest body words for each list on the board – el, la, los, las</li> <li>• Introduce more body parts. Keep repeating until the picture disappears. Add to correct lists on board</li> <li>• Guess my colour</li> <li>• Introduce (recall) more colours. Hot and cold/conductor game.</li> <li>• Count with actions/ count around the class; repeat if true- if digit shown matches the number said; jump along number tiles, with support</li> </ul>	<p>(¿Cómo te llamas? Me llamo ...) (¿Qué tal, cómo estás? Muy bien, bien, así así, mal fatal)</p> <p>El cuerpo (La cabeza, los hombros, los rodillas, los pies)</p> <p>(Los ojos, la nariz, la boca, los orejas – el pelo, los dientes)</p> <p>(Azul, amarillo, verde, naranja, lila)</p> <p>(Rojo, negro, blanco, gris, marron)</p> <p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. (Once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte)</p>
3	<p>Ask and answer personal questions POS3</p> <p>Listen and show understanding of words for body parts and colours. POS1</p> <p>Read and pronounce words for body parts and colours and show understanding. POS7</p>	<ul style="list-style-type: none"> <li>• Hum question tunes – children ask and answer the questions</li> <li>• Recap/introduce question about where you live. Choral repetition of answer (with actions). Hot seat; volunteers answer 3 questions (extend with Y4 – class to ask each q chorally)</li> <li>• Listen and touch head for colours and knees for body part</li> <li>• Place words in correct list – body part or colour</li> </ul>	<p>(¿Cómo te llamas? ¿Qué tal?, ¿Cómo estás?) (¿Dónde vives? Vivo en ...)</p> <p>El cuerpo (La cabeza, los hombros, los rodillas, los pies) (Los ojos, la nariz, la boca, los orejas – el pelo, los dientes) (Azul, amarillo, verde, naranja, lila) (Rojo, negro, blanco, gris, marron)</p>

	<p>Ask for and state eye colour POS4 Use verbs in the present tense (Tener) POS12</p> <p>Listen and show understanding of sentences describing eye colour POS1</p> <p>Produce 1-10 (20) in order independently POS4</p>	<ul style="list-style-type: none"> <li>• Introduce eye colour sentences – visuals/powerpoint. ¿Quién tiene los ojos ...? Volunteers repeat the answer</li> <li>• Play which one is missing (power point)</li> <li>• Take part in a survey in class – What colour are your eyes? Listen and show the number of the correct picture. Listen and decide if the sentence is true or false</li> <li>• 1-10 (20): count objects, count teacher's claps; ping pong</li> </ul>	<p>De qué color tienes los ojos? Tengo los ojos ... verdes, marrones, azules, grises, negros, castaños</p> <p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. (Once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte)</p>
4	<p>Ask and answer personal questions POS3 Use verbs in the present tense POS12</p> <p>Ask about and describe hair POS2, POS4, POS5 Use verbs in the present tense (Tener, ser) POS12 Recognise the phonemes rr, ñ, z POS7</p>	<ul style="list-style-type: none"> <li>• Have written questions on board – give an answer and volunteers say the correct question.</li> <li>• Introduce/recap the question – How old are you? Practise 4 questions in pairs (2 mins)</li> <li>• Introduce hair colour sentences – visuals/powerpoint. (Point out 'soy' when using 'pelirrojo')</li> <li>• Use volunteers and state their hair colour – ¿Si o no?</li> <li>• Introduce length – use actions to show short/long etc. Combine flashcards to give 2 hair details in a sentence.</li> <li>• Volunteers to give 2 details about hair</li> <li>• Present hair type sentences with actions.</li> <li>• Play the stand-up game with all eyes/hair sentences – teacher calls out a sentence eg 'Tengo el pelo negro' – all those with black hair have to</li> </ul>	<p>(¿Cómo te llamas? ¿Qué tal?/¿Cómo estás? ¿Dónde vives?) ¿De qué color tienes los ojos? Tengo los ojos ... verdes, marrones, azules, grises, negros, castaños</p> <p>¿Cuántos años tienes? Tengo ... años</p> <p>¿Cómo tienes el pelo? Tengo el pelo ...negro, castaño, rubio. Soy pelirrojo/a Tengo el pelo <b>largo, media melena, corto, ondulado, liso, rizado.</b></p>

	<p>Show understanding of word order POS12</p> <p><u>Listen, read and show understanding and join in with familiar words in a story POS6</u></p> <p>Count forwards 11 - / then 1 - 20 POS1/4</p>	<p>stand up quickly. <b>Teacher calls out 2 sentences about eyes and hair.</b></p> <ul style="list-style-type: none"> <li>Mime a sentence with 1/2/3 detail(s) about hair – class to guess sentence</li> <li>Cluedo-type game – guess my sentence</li> <li>Human sentences – re-arrange words to make sentences about eyes and hair (in groups/<b>colour coded?</b>).</li> </ul> <p>NB – point out the extra ‘es’ on some colours and explain why</p> <ul style="list-style-type: none"> <li>Read aloud the story of the Monstruo Verde – encourage the class to do actions and join in with familiar words. Pick out new words and emphasise – with actions</li> <li>Count with actions/ count around the class; repeat if true- if digit shown matches the number said, sing to a familiar tune</li> </ul>	<p>Tiene...un, una ...grande(s), mediano/a(s), pequeño/a(s), largo/a(s), ojos, nariz, boca, dientes, orejas, pelo, cabeza amarillos, azules, rojos, blancos, violeta, verde,</p> <p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. (Once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte)</p>
5	<p>Ask and answer personal questions POS3</p> <p>Ask and answer (recall) a new personal question POS3</p> <p>Produce sentences about eyes and hair (with support) POS4/POS</p> <p>Use verbs in the present tense (Tener, ser) POS12</p>	<ul style="list-style-type: none"> <li>Have written questions on board. Teacher does an action or shows a symbol – which question is it? Volunteers ask then choose 2 people to answer.</li> <li>Timed challenge. Volunteer to answer as many questions as possible in 1 minute – class to ask the questions.</li> <li>Use flashcards to introduce (recall) new question and answers– class to repeat in different styles/tones/speeds</li> <li>Ask ¿Quién tiene un hermano? Children repeat the correct answer for them</li> <li>Children work in pairs to say the correct sentences describing eyes and hair from visual prompts using a speaking frame.</li> </ul>	<p>(¿Cómo te llamas? ¿Qué tal?/¿Cómo estás? ¿Dónde vives? ¿Cuántos años tienes?)</p> <p>(¿Tienes hermanos? Tengo un (dos) hermano(s) y una (dos) hermana(s) (No tengo. Soy hijo/a único/a)</p> <p>¿De qué color tienes los ojos? Tengo los ojos ... verdes, marrones, azules, grises, negros, castaños</p> <p>¿Cómo tienes el pelo? Tengo el pelo ...negro, castaño, rubio. Soy pelirrojo/a</p> <p>Tengo el pelo <b>largo, media melena, corto, ondulado, liso, rizado.</b></p>

	<p>Listen and show understanding of sentences about eyes and hair POS1</p> <p>Read and show understanding of sentences about eyes and hair POS7</p> <p><u>Copy accurately sentences about eyes and hair POS10</u></p> <p><u>Use verbs in the present tense POS12</u></p> <p>Recognise numbers 11 – 20/1 - 20 and match to correct digit POS4</p>	<ul style="list-style-type: none"> <li>• Guess who? Teacher describes a person and class identify which who it is (from class or pictures on screen)</li> <li>• Multiple choice – pick the correct sentence (out of 3 possible) to match a picture</li> <li>• Give the 1<sup>st</sup> letter of each word in a sentence (with picture prompt) and children write the correct sentence on mini-boards.</li> <li>• Count with actions/ count around the class; repeat if true- if digit shown matches the number said; jump along number tiles, with support</li> </ul>	<p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. (Once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte)</p>
6	<p>Ask and answer personal questions POS3</p> <p>Use verbs in the present tense POS12</p> <p><u>Show understanding of agreement of adjectives POS12</u></p> <p><u>Produce written sentences about eyes and hair POS10, POS11</u></p> <p><u>Use verbs in the present tense POS12</u></p>	<ul style="list-style-type: none"> <li>• Hot seat challenge – who can answer 3 questions in a row ?</li> <li>• Show a picture (flashcard/ppt) and a sentence with the adjective missing. (Give correct number of dashes/some missing letters as a prompt). Children write the missing word on mini-boards.</li> <li>• Complete a worksheet/write sentences in books describing eyes and hair (with support or independently)</li> </ul>	<p>(¿Cómo te llamas? ¿Qué tal?/¿Cómo estás? ¿Dónde vives? ¿Cuántos años tienes? ¿Tienes hermanos?)</p> <p>¿De qué color tienes los ojos? ¿Cómo tienes el pelo?</p>



	<p><u>Listen, read and show understanding and join in with familiar words in a story</u> POS6</p> <p>Produce 11-20/1 - 20 in order independently POS4 Say how many there are of something POS4</p>	<ul style="list-style-type: none"> <li>• Read aloud the story of the Monstruo Verde – encourage the class to do actions and join in with familiar words (predict what will come next in the story)</li> <li>• Count objects, count teacher's claps; ping pong</li> </ul>	<p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. (Once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte) (¿Cuántos/as ... hay?)</p>
--	--	--	---

### Age Related Expectations

#### Speaking and Listening

- POS1.1** Repeat words/ simple phrases modelled by a teacher; listen and show understanding of single words/ simple phrases through physical response.
- POS2.1** Listen and identify rhyming words and particular sounds in songs and rhymes.
- POS3.1** Answer and begin to ask some familiar questions using simple, rehearsed language and including opinions.
- POS4.1** Name objects and actions and link words with a simple connective.
- POS5.1** Name nouns and present a rehearsed simple statement.
- POS6.1** Join in with actions and words to accompany familiar songs, stories and rhymes.

#### Reading and Writing

- POS7.1** Read and recognise familiar words using knowledge of phonemes and pronounce when modelled; observing silent letter rules (applicable in French).
- POS8.1** Read and show understanding of familiar single words and simple phrases.
- POS9.1** Use strategies for memorisation of vocabulary
- POS10.1** Write and say familiar words and simple phrases to describe people, places, things and actions using a model.
- POS11.1** Write familiar words from memory with understandable accuracy.

#### Grammar

- POS12.1** Be aware of the form of word classes - nouns and connectives, definite and indefinite articles [singular] and be aware of similarities in English.

### **Speaking and Listening**

**POS1.2** - Listen and show understanding of longer sentences through physical response.

**POS3.2** - Ask and answer several simple and familiar questions with a rehearsed response including opinions and simple justifications.

**POS4.2** - Use familiar vocabulary to say simple sentences using a language scaffold.

**POS5.2** - Make simple rehearsed statements about themselves, objects and people.

**POS6.2** - Say a simple rhyme from memory; join in with words of a song or storytelling.

### **Reading and Writing**

**POS7.2** - Read and pronounce familiar words accurately using knowledge of phonemes: observing silent letter rules (applicable in French).

**POS8.2** - Read and show understanding of familiar longer sentences.

**POS9.2** - Use context to predict the meaning of new words: use a bi-lingual dictionary to find the meaning of individual words in the target language and in English.

**POS10.2** - Write and say a longer sentence to describe people, places, things and actions using a language scaffold.

**POS11.2** - Write simple familiar short phrases/sentences from memory with understandable accuracy.

### **Grammar**

**POS12.2** - Name the 1st and 2nd person pronouns; state the position of most adjectives and demonstrate use; make a positive sentence negative; construct a simple sentence with a noun, verb and adjective. State the differences and similarities with English.

### **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

© School Improvement Liverpool

Modern Foreign Languages | **Advisory Teachers**



[mfl@si.liverpool.gov.uk](mailto:mfl@si.liverpool.gov.uk)



[@MfISil](https://twitter.com/MfISil)



[www.schoolimprovementliverpool.co.uk/teams-mfl](http://www.schoolimprovementliverpool.co.uk/teams-mfl)

# School Improvement Liverpool

Toxteth Annexe, Aigburth Road. Liverpool, L17 7BN

Phone: **0151 233 3901** | Email: [si@si.liverpool.gov.uk](mailto:si@si.liverpool.gov.uk) | Web:  
[www.schoolimprovementliverpool.co.uk](http://www.schoolimprovementliverpool.co.uk)