School Improvement
Liverpool

MFL Spanish Year 5/6 (B)

KS2 Scheme of Work

Autumn 2 (B)

Self, family and friends (Family/Jobs)

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 indicate suggested assessment opportunities.

Learning Objectives:	Language and Structures:
Ask and answer several personal questions using first 3 parts of verbs and recognise them in their written form **[POS3/8]** Use first person of verb 'to have' to talk about family Repeat, recognise and produce names of family and jobs orally and in writing including definite and possessive pronoun **[POS1/2/12]** Use a dictionary to extend vocabulary of jobs **[POS9]** Listen to and translate into English sentences about jobs **[POS1]** Speak in sentences about families and jobs using first three parts of the verb 'to be' **[POS4/12]** Write sentences/a paragraph about family and the jobs they do **[POS10]** Recognise and produce the phonemes – co, ca, cí, ue **[POS7]** **Use numbers 1 – 39** (all calculations) **[POS4]** Count to 60 in tens **[POS4]**	**¿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? ¿Te gusta el deporte?¿Te gusta la fruta? ¿Qué tiempo hace?** (Tengo frío/calor/hambre/sed) (¿Cúantas personas hay en tu familia? En mi familia hay…..personas) (La Familia:) (Mi/el padre, abuelo, hermano, tío, primo.Mi/la madre, abuela, hermana, tía, prima) (Third person: ¿Cómo se llama? ¿Dónde vive? ¿Cuántos años tiene? ¿Cuándo es su cumpleaños?) Los Trabajos: Verb Ser: Soy, eres, es (omit article with professions eg 'Es médico') Un médico/una médica, un/una estudiante un enfermero/una enfermera, un cocinero/una cocinera, un peluquero/una peluquera, un profesor/una profesora, un/una policía, un/una electricista, un bombero/una bombera un mecánico/una mecánica ¿En qué trabaja tu padre/ madre ? **Diez, veinte, treinta, (**cuarenta, cinquenta, sesenta)
Phonemes: co, ca, cí, ue **Grammar:** Indefinite article and its (lack of) use with professions. Possessive pronouns [mi, mis] Use of first three parts of verb 'ser' and first person of 'tener.' Masc/ fem agreement with jobs. The imperative (as part of a set phrase)	**Resources:** Flashcards/ppt of family members/jobs Simpsons PPTs and flashcards

Week	Learning Objectives:	Suggested Activities	Language
1	Answer personal questions POS3 Recall previously learnt phrases that use the verb tener then repeat and recognise new phrases with this verb to describe how you are feeling POS4 Ask and say how many people are in your family POS Repeat and recognise family members with the possessive pronoun POS4/12 Recall numbers 1-39 (forwards/backwards/odds/evens) POS4	• Answer personal questions passing object round the class • Use actions/flashcards to demonstrate and repeat the new responses 'I'm hot/cold/hungry/thirsty'. • Ask the question '¿Cúantas personas hay en tu familia?' Pupils answer 'En mi familia hay….' • Use flashcards/power-point of family members. Repeat in different voices, repeat if true • Ping pong, Mexican wave + reverse Mexican wave, river game (odds + evens)	**All previously learnt questions.** (Tengo sed/hambre/frío/calor) (¿Cúantas personas hay en tu familia ? En mi familia hay..) (Mi/el padre, mi/la madre, mis padres) (Mi/el hermano, mi/la hermana, mis hermanos) (Mi/el tío, mi/la tía) (Mi/le primo, mi/la prima, mis primos) (Mi /el abuelo, mi/la abuela, mis abuelos) **1 - 39**
2	Recognise written form of all answers and questions including about the family, and be able to pronounce correctly. POS8 Produce answers to question – How are you using estoy and tengo POS4 Read words for family members and	• Put written questions and answers on the board in random order and choose a pupil to match them up. Teacher reads a random question and pupils read out the correct answer. Teacher reads a random answer, pupils read the corresponding question. • Pupils use the new responses to say how they feel, in response to the question, and prompted by actions and pictures.	**All previously learnt questions and answers.** ¿Cúantas personas hay en tu familia ? En mi familia hay.. ¿Cómo estás? ¿Qué tal? Estoy excelente, asi asi, mal etc Tengo calor, frío, hambre, sed

	pronounce correctly. Read and show understanding of written words for family members POS7/8	• Show the written words for family members asking pupils to read them slowly with correct pronunciation and show they understand the meaning by identifying the correct picture or simply by saying in English.	(Mi/el padre, mi/la madre, mis padres) (Mi/el hermano, mi/la hermana, mis hermanos) (Mi/el tío, mi/la tía) (Mi/le primo, mi/la prima, mis primos) (Mi /el abuelo, mi/la abuela, mis abuelos)
	(Copy) write names of family members with correct possessive pronoun POS11	• Using the possessive adjectives mí (masc and fem)/mis, ask pupils to categorise family members in writing, eg teacher writes the possessive pronouns on the board and times pupils to see how many words for family members they can write on their whiteboard for each possessive pronoun in the given time. Support sheet of vocabulary available	
	Calculate addition and subtraction using 1-39 POS5	• Numbers:eg: 20-11, 14+25. Harder calcuations for the more able pupils	**1 - 39** Más, menos
3	<u>Ask</u> and answer personal questions recognising both questions and answers in the written form POS4/8	• Teacher ask pupils random question showing the written form. Teacher chooses random answers showing the written form and pupils provide the correct question. This could be done as a head to head competition. Add fun by telling a pupil to say 'stop' as teacher shuffles the question cards.	**All previously learnt Qs and As**
	Repeat and recognise names of jobs with their masculine and feminine endings, predicting meaning where possible. POS12. Recognise phoneme 'co, ca, ci ' POS2	• Repetition and recognition activities using names of jobs, pointing out the masculine and feminine endings and drawing attention to the phonemes contained in them. Encourage pupils to work out the meaning of some of the new words and draw similarities to words they know in English.	Un médico/una médica un enfermero/una enfermera, un cocinero/una cocinera, un peluquero/una peluquera, un bombero/una bombera, un un mecánico/una mecánica, un profesor/una profesora, un/una estudiante, un/una policía, un/una electricista

	Calculate multiplication and division using numbers 1 - 39 POS5	• Select numbers (+ answers 1 – 39). Harder calculations for the more able pupils	**1 - 39** Multiplicado por, dividido por

4	Ask and answer questions in pairs. POS3 Read, recognise and pronounce accurately masc/ fem versions of jobs in written form with focus on the relevant phonemes. 'co,ca cí' POS2 Recognise written words for jobs and use a dictionary to extend vocabulary of jobs POS9 Produce sentences orally using verb 'ser' to say what you or a member of your family does as a job, in response to question POS10	• Pupils have 2 minutes to ask and answer questions in pairs. • Introduce the written word for jobs and read slowly with pupils focusing on the sounds of the endings. • Production activities for names of jobs with focus on correct pronunciation of the masculine and feminine endings. Eg noughts and crosses on a power-point with pictures of jobs. When a child chooses a square, the teacher pulls either a red or blue card out of a bag and the child gives the correct word according to whether a masc or fem ending is required. • Pairwork/ worksheet matching words to pictures of jobs. Those who finish can use a dictionary to look up words for additional jobs • Produce sentences about you and your family-explain the first 3 parts of 'ser' using gesture to denote meaning (pointing to people) Show the three parts on the board and ask class to make sentences Eg I am a teacher- pupils translate into Spanish. • Teacher puts a concealed sentence on the board (Eg flashcards facing down) . Pupils have to guess the correct components eg 'Mí padre es profesor'	**All previously learnt Qs and As** Un médico/una médica un enfermero/una enfermera, un cocinero/una cocinera, un peluquero/una peluquera, un bombero/una bombera, un un mecánico/una mecánica, un profesor/una profesora, un/una estudiante, un/una policía, un/una electricista Verb Ser: Soy, eres, es (omit article with professions eg 'Es médico') Mi madre es... Mi padre es.... ¿En qué trabaja tu padre/ madre ?

		<u>Teacher reveals each component as it is guessed correctly.</u> • Ask and answer the question about occupations around the class/in pairs • Sing the song counting in multiples of ten. Play guess my number. This could be a competition- a correct guess gets a point.	**Diez, veinte, treinta**, (cuarenta, cinquenta, sesenta)
	Produce numbers to 60 in multiples of ten POS4		
5	Ask and answer questions in pairs. POS3 <u>Listen to and show understanding of a series of sentences about a family member and their job. POS1</u> <u>Say a sentence/sentences about you, a family member and their job POS 4/12</u> <u>Write sentences about family members/jobs from memory POS11</u>	• Slow reveal of personal information questions and answers. • <u>Teacher says a sentence about themselves/ a family member and their job- pupils translate into English. Teacher says a series of sentences about a family member and pupils translate into English. Alternatively pupils could be given a transcript in English and asked to listen and identify what element is incorrect.</u> • <u>Ask pupils to use the model above and produce a sentence/sentences about themselves or someone in their family.</u> <u>Some pupils may be able to add further details about family members using prior learning.</u> • Work with whiteboards asking pupils to copy the correct sentence from the board using a picture as a prompt. • Move to writing from memory. Remind pupils of the spellings of the phonemes relating to words for jobs<u>. Ask pupils to write the sentence on their whiteboard without the support of the words on the board (Some pupils may need a support</u>	**All previously learnt Qs and As.** Eg of sentences : En mi familia hay…… Me llamo….. Vivo en…. Soy…. Mi padre se llama… Tiene…. Es ……. (Mi padre, mi madre, mi hermano, mi hermana, mi tío, mi tía, mi primo, mi prima, mi abuelo, mi abuela …) … es … médico, médica enfermero, enfermera, cocinero, cocinera, peluquero, peluquera, mecánico, mecánica,

			bombero, bombera, profesor, profesora, estudiante , policía, electricista
	Listen and recognise numbers to 60 in tens POS1	• Slam using numbers x10 to 60.	**Diez, veinte, treinta**, (cuarenta, cinquenta, sesenta)
6	Pick out information about family members and jobs from short, written descriptions POS8 Write short paragraph about several family members' jobs, from memory or with support where necessary POS11	• Worksheet differentiated for pupils to read and elicit information about family and jobs, (including prior learning such as descriptions/likes and dislikes). • Pupils write a sentence/paragraph about their family using a language scaffold. .	(Mi padre, mi madre, mi hermano, mi hermana, mi tío, mi tía, mi primo, mi prima, mi abuelo, mi abuela …) … es … médico, médica enfermero, enfermera, cocinero, cocinera, peluquero, peluquera, mecánico, mecánica bombero, bombera, profesor, profesora, estudiante, policía, electricista

Note: The top cells reference "sheet to help with this. Some may only be able to write single words accurately"

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/ liaison/ silent letter rules.

POS8.3 Read and show understanding of a complex sentence using familiar single words.

POS9.3 Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary

POS10.3 Write and say longer sentences 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 Use the correct form of the third person singular; explain the agreement of possessive pronouns with linked noun; apply correct rules of use when combining prepositions and articles; create more complex sentences; explain and use elision. State differences and similarities in English.

Speaking and listening:

POS1.4 Listen and show understanding of more complex sentences containing familiar 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 expressing opinions.

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

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

Reading and writing:

POS7.4: Predict the pronunciation of unfamiliar words, with increasing accuracy, in a series of sentences.

POS8.4 Read and show understanding of a series of complex sentences

POS9.4 Use a bi-lingual dictionary to find the meaning of words in written material and understand their meaning in its context.

POS10.4 Write and say a complex sentence manipulating familiar language to describe things. 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 Demonstrate the use of three common verbs with the first three pronouns in present tense; use of the negative and of adverbs of frequency.

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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