

KS2 MFL Spanish MTP Y4 Autumn 1

Lesson number and focus	Connecting Learning (Retrieval practice) 5 minutes	Phonetics	Vocabulary <i>NB. No new vocabulary taught in this term.</i>	Grammar (Links for teacher reference ONLY) <i>NB. No new grammar taught in this term.</i>	New Learning – I Do	Practice – We Do/You Do	Independent Practice and Assessment – You Do 5 minutes	Endpoints/ Outcomes
L1 – Recap numbers and colours. 	Teacher choice – Use this opportunity to get to know the level of the class/test them on something from last year.	abecedario – alphabet Watch video as a starter - https://rockalingua.com/videos/abecedario Focus on the vowels – only 5 vowel sounds in Spanish.	See Vocabulary Progression Map in the Handbook. números – numbers 0-20 10-100 (in multiples of 10) colores – colours más – add es igual a – equals	N/A	I say/you say numbers. Use different voices. Adapt delivery for the class. https://rockalingua.com/videos/numbers-1-50 I say/you say colours. Watch video – https://rockalingua.com/videos/colors-and-numbers	Bingo – use blank grids and children write the numbers in the boxes then swap with a partner. Match up worksheet/colour in paint splats.	Simon Says (Simón dice) with classroom instructions and “tocad algo [colour].” – “touch something [colour].” Stand up and throw a bean bag around the class, counting. When someone makes a mistake they sit down. Last one standing wins.	Understand and say numbers to 20 with correct pronunciation. Understand and say numbers to 100 in multiples of 10 with correct pronunciation. Understand and say colours with increasing confidence. Recognise that there are only 5 vowel sounds in Spanish.
L2 - Read core vocabulary and phrases. 	Recall greetings/ numbers/ colours.	Z – th diez	See Y3 Vocabulary Progression Map in the Handbook.	Grammar from Y3 – See Handbook for more details.	Start by giving the children the opportunity to revisit their own Spanish books. Direct them to the knowledge organisers. Can children quiz each other on key vocabulary? Show text and pick out key vocabulary. Read together. Match to the corresponding picture. <i>Me llamo Sofía. Tengo 9 años. Tengo el pelo rubio y los ojos verdes. Me gusta leer y nadar pero no me gusta bailar. En verano me pongo una camiseta roja, pero cuando hace frío me pongo un abrigo azul.</i>	Children read another two texts and match to the correct picture in pairs. <i>Me llamo Gonzalo. Tengo 10 años. Tengo el pelo negro y los ojos marrones. Me gusta jugar al fútbol, pero no me gusta ver la tele. Cuando hace calor me pongo unos pantalones cortos, pero en invierno me pongo una bufanda.</i> <i>Me llamo Marta. Tengo 10 años. Tengo el pelo marrón y los ojos azules. Me gusta ir al parque pero no me gusta jugar al tenis. En el parque me pongo un abrigo amarillo.</i>	Teacher starts by describing someone in the classroom. Guess who? Children to continue taking it in turns to give clues in Spanish, e.g. <i>Tengo el pelo marrón. Tengo los ojos azules. Tengo una falda negra. Me gusta bailar.</i> Children can use a scaffold/knowledge organisers to help with this.	Recall key vocabulary and grammatical structures from Y3 curriculum. Use context and visual clues to aid understanding. Begin to build confidence using taught vocabulary and grammatical structures. Recognise and pronounce correctly the grapheme ‘z’ in Spanish.
L3 – Write simple sentences about self and preferences. 	From last lesson, pick an area of weakness that will help the children in this lesson. Could do a match up activity/simple oral recall with a partner etc.	J – h rojo naranja	See Y3 Vocabulary Progression Map in the Handbook.	Grammar from Y3 – See Handbook for more details.	Review work from last lesson. Look at the example texts. Constantly model how to use past learning and knowledge organisers – this term should be used to embed skills that will help them as they progress through the curriculum. Children will be writing their own texts this lesson. Model writing a text (edit as required) – WAGOLL: <i>Me llamo Miss Pickwell. Tengo 35 años. Tengo el pelo marrón y liso y los ojos verdes. Me gusta leer y correr pero no me gusta jugar al fútbol. En otoño me pongo una sudadera gris pero en primavera me pongo una camiseta blanca.</i>	Children to write their own simple texts using taught vocabulary and grammar. Encourage pair work and peer review. Scaffold for some children may include a template for them to fill in the gaps.	Children read their texts aloud to the class. Praise good pronunciation and adventurous word choices.	Recall key vocabulary and grammatical structures from Y3 curriculum. Use context and visual clues to aid understanding. Begin to build confidence using taught vocabulary and grammatical structures. Recognise and pronounce correctly the grapheme ‘j’ in Spanish.

L4 – European Day of Languages – recap Spain and two Latin American countries on a map; greetings and simple phrases in three different languages. 	Recap from last lesson.	R/RR – regular pero – but perro - dog	Hola - Hello Buenos días - Good morning Adiós - Goodbye Also: French: Video Greek: Video Italian: Video	N/A	Using a atlases/online map recap: Where is: - Spain? - Madrid? - Tenerife? - México? - Ecuador? Introduce the European Day of Languages. What is it? Why do we celebrate it? https://edl.ecml.at/en/ Brainstorm what languages are spoken in Europe? Teacher choice here if you want to celebrate the day in different ways. Look at the above website for ideas. There is a poster competition and a language challenge handbook - https://edl.ecml.at/Activities/2025-poster https://edl.ecml.at/Portals/33/documents/language-challenge/EDL-language-challenge-handbook-EN-print.pdf	Mark places on a map stuck in books. Learn how to greet people in French, Greek and Italian. Children can write greetings in their books. Teacher choice of activity celebrating languages.	Greet classmates in as many different languages as you can. Challenge children to greet as many people around school as they can in different languages.	Develop a broader understanding of Spanish as a world language. Be exposed to a variety of European languages. Show appreciation and tolerance of other languages and cultures.
L5 – Introduce self and favourite things. Ask and answer questions. 	Recap ways to greet each other in different languages.	LL – y ¿Cómo te llamas?	See Y3 Vocabulary Progression Map in the Handbook.	Grammar from Y3 – See Handbook for more details.	Take time to recap from last few lessons. Brainstorm questions to ask each other. E.G. ¿Cómo te llamas? ¿Cuántos anos tienes? ¿Qué te gusta hacer? ¿Qué te pones en verano/invierno/cuando hace calor/frío? All questions are found on previous planning/knowledge organisers. Depending on class, could get children to prepare a short dialogue, asking and answering questions, or present as an interview, interviewing a famous person (make up the answers) etc.	Children work in pairs to prepare dialogue/interviews.	Pairs to present conversations to the class. Peer assessment.	Recall key vocabulary and grammatical structures from Y3 curriculum. Use context and visual clues to aid understanding. Begin to build confidence using taught vocabulary and grammatical structures. Perform a role play. Recognise and pronounce correctly the grapheme 'll' in Spanish.