



Unit 3: Free Time

National Curriculum Objectives for MFL

This time children will ...

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words .
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures .
8. Appreciate stories, songs, poems and rhymes in the language.

Prior Learning

Previously, children have learned...

- To discuss about their family, friends and where they live.
- To follow some classroom instructions (Yr 3, Aut 2)

Core language structures

How is Jamal? - **¿Cómo estás Jamal?**

I like my brother, I like my friend Adam and I like David Beckham - **Me gusta mi hermano, me gusta mi amigo Adam y me gusta David Beckham.**

That is... - **Eso es**

Football - **fútbol**, music - **música**, singing- **canto**, television - **televisión**, swimming - **nadar**

That is shopping - **Son las compras**

I like football and television - **Me gusta el fútbol y la televisión.**

I like the park for football- **Me gusta el parquet para el fútbol.**

At home - **la casa**

At school - **el colegio**

Numbers 1-30/35/35/55...100 in Spanish

Understand - **Entender** Write - **Escribir** Repeat - **Repetir**

Give me - **Dame** Come here - **ven acá**

I have not got a - **No tengo un/una**

Can I open (book/door/window)? - **¿Puedo abrir... (el libro/la Puerta/la ventana)?**

Also - **también**

What do you like? - **¿Qué te gusta?**

Where do you do it? - **¿Dónde lo haces?**

Assessment

Listening: Understand a few familiar spoken words and phrases.

Speaking: Say and repeat single words and short simple phrases

Reading: Recognise and read out a few familiar words and phrases.

Writing: Write or copy simple words or symbols correctly.

Online resources: *Vamos (London Grid for Learning); Light Bulb Languages; Twinkl Resources*

Cross Curricular Links

Literacy - Speaking & listening skills, reading, writing

Humanities - Use a map to identify places for different activities

Numeracy - counting, adding

PSHE - discussing emotions.

Unit 3: Free Time

Objective

Have an extended conversation

Express a positive opinion about other people

Identify some common activities

Say what activities they like

Identify some places for free time activities.

Use further numbers

Carry out more normal classroom routines

Core Language

How is Jamal? - **¿Cómo estás Jamal?**

Me gusta mi hermano, me gusta mi amigo Adam y me gusta David Beckham. (See above for meaning)

That is football/music/singing/shopping etc - **Eso es fútbol/música/canto/compras**

I like football and television - **Me gusta el fútbol y la televisión.**

I like the park for football- **Me gusta el parquet para el fútbol.**
At home/school - **la casa/el colegio**

Use 1-30/35/35/45/55/65/75/85/95 in Spanish

Refer to above core language structures

Key content

Teaching Activities Suggestions

Have a conversation while incorporating previous learning. This time ask about other people - their family/friends.

Children write 3 headings - Family (**Familia**), Friends (**Amigos**), Famous People (**Personas Famosas**). Children add their own info and then get other children to add in their books. Children then read out (not their own) to the class and rest of the class guess who the child is. Child write a sentence expressing a positive opinion.

Pictures of different activities are given and children practise language with partner. Teacher than has the pictures on screen and asks, **¿Qué número es fútbol? ¿Es 3 o 5?** Etc. Children respond in Spanish.

Children write a list of activities (up to 6) in their books and tick or cross to indicate their likes and dislikes. Then they practise saying it with their partners. Teacher asks: "Who likes football?" ("**¿A quiénes les gusta el fútbol?**") Class display can be made out of the pictures and votes.

Label parts of the classroom with names of places (home/school/park etc). Teacher asks, "Where can I play football?" ("**¿Dónde puedo jugar al fútbol?**") - children have to go to an appropriate "place". Make a class display using a map - add key places/sentences.

Play simple number games. Play addition games: "How much is 2 + 4?" ("**¿Cuánto es 2 + 4?**")

This can be incorporated in Spanish lessons, also it can be incorporated into games. Insist on children using language whenever it is required.