



Unit 4: Likes and Dislikes

Prior Learning

Previously, children have learned...

- To have an extended conversation
- To identify different activities (and places)
- To express positive opinions (Yr 3, Spring 1)

Core language structures

I don't like - **No me gusta** pop music - **la música pop** my brother - **mi hermano** football - **el fútbol**

That's a... - **Eso es / Es...**

For example, pets - **por ejemplo, mascotas**

Dog - **un perro**, cat - **un gato**, bird - **un pájaro**, hamster - **un hamster**, mouse - **un ratón**, lion - **un león**, elephant - **un elefante**, giraffe - **una jirafa**, snake - **una culebra**, wild animals - **animales salvajes**

I think that's... - **Creo que es...**

Red - **rojo**, green - **verde**, blue - **azul**, yellow - **amarillo**, brown - **marrón**, black - **negro**, white - **blanco**

I don't like cats/snakes/brown/blue - **No me gustan los gatos / las culebras/ el marrón / el azul**

I like dogs and lions - **Me gustan los perros y los leones.**

At home - **la casa**

At school - **el colegio**

Numbers in 5s - 5/15/25/35...100 in Spanish

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

Give me - **Dame** Come here - **ven acá** I love - **Yo amo**

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**

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.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.

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
PSHE - discussing emotions.

Unit 4: Likes & Dislikes

Objective	Core Language	Teaching Activities Suggestions
Express a negative opinion about various items	I don't like - No me gusta pop music - la música pop	Brainstorm a range of activities (from Spring 1) and famous people. Children mark an X next to the activities they don't like. Then circulate in the class and collect from other pupils 'X' beside the different words.
Identify some common animals (& some plurals)	That's a... - Eso es / Es... For example, pets - por ejemplo, mascotas (See above for more)	Give pictures of different animals to each pair. They turn over and ask each other to guess what animal is on the other side - "Is it a cat or a dog?" (" ¿Es un gato o un perro? ")
Identify some common colours	(I think) that's red / green / blue / - (Yo creo) que es rojo/ verde/azul Touch something blue - Toca algo azul	Learn the colours and instructions and then play a whole class game. Teacher: "Stand up if you are wearing something green" (" ¡Párate si estás usando algo verde! ") / "Touch something blue" (" ¡Toca algo azul! ") etc.
Express likes & dislikes	I like / I don't like... - Me gusta/ No me gusta/n... gusta (singular), gustan (plural)	Make a table of 'Likes and Dislikes' and add all the different animals/activities/ famous people etc. Then practise with partner/class. Teacher: "What colours/animals do you like?" (" ¿Qué colores/animales te gustan? ") / "And which ones do you not like?" (" ¿y cuáles no te gustan? ")
Use further numbers	Use numbers ending in 5s up to 95 in Spanish	Play simple number games.
Awareness of some plural forms	Recap of numbers and animals in Spanish	Teacher can make up a story (in English) about different animals. Children write the names and number of animals in the story . After the story the children add up the number of animals in the story and let the teacher know.
Consolidation	Refer to above core language structures	Use this session to recap/practise vocabularies that children found tricky.