



Unit 2: Family and Friends

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...

- How to greet, give their name, & age, say where they live and identify common classroom objects. (Yr 3, Aut 1)

Core language structures

How are you? - **¿Cómo estás?**

Fine, thanks - **Bien, gracias**

That is my father - **Ese es mi papá**, mother - **mamá**, brother - **hermano**, sister - **hermana**, friend - **amigo(a)**

He/She is called (Jamal) - **Él/ella se llama (Jamal)**

He/She is about (twenty/thirty/forty/sixty) - **Él/ella tiene como (veinte/treinta/cuarenta/sesenta) años.**

I live in (Hareford Street in Stepney) in London - **Vivo en (la calle Hareford en Stepney) en Londres.**

Understand - **Entender**

Sit down - **Siéntense**

Stand up - **Párense**

Open your books - **Abren sus libros**

Close your books - **Cierren sus libros**

Present - **Presente**

What is that? - **¿Qué es eso?**

Can I have? - **¿Me da?**

Who is that/this? - **¿Quién es ese?/esta?**

What is his/her name? - **¿Cómo se llama el/ella?**

What age is he /she? - **¿Cuántos años tiene el/ella?**

Where does he/she live? - **¿Dónde vive el/ella?**

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 - Map of local area to identify their address

Numeracy - counting
PSHE - discussing emotions.

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Key content

<u>Objective</u>	<u>Core Language</u>	<u>Teaching Activities Suggestions</u>
Have a brief conversation	How are you? - ¿Cómo estás? Fine, thanks, and you? - Bien, gracias, ¿y tú?	Children have a brief conversation but in different ways. Each child is given a card with a 'mode' on it i.e. in a hurry, tired, angry and the rest of the class have to guess the mode.
Identify family members and some friends	That is my father - Ese es mi papá , mother - mamá , brother - hermano , sister - hermana , friend - amigo(a)	Children draw their family members. Then teacher ask: "Who is that/ this?" (" ¿Quién es ese?/esta? ") and children respond in Spanish: "This is my sister, Vikey" (" Ese es mi hermana, Vicky ").
Give names of family members/friends	He/She is called (Jamal) - Él/ella se llama (Jamal)	Children can draw a family tree and when finished, swap books with their partner. They then answer questions about their partner's family – Does David have a brother? Yes, he is called Robert (¿David tiene un hermano? Sí, él se llama Robert.).
Say what age they are	He/She is about (twenty/thirty/forty/sixty) - Él/ella tiene como (veinte/treinta/cuarenta/sesenta) años.	Show pictures of people of different ages with their age hidden at the back. Teacher asks: "What age is this person?" (" ¿Cuántos años tiene ésta persona? "). Children respond in Spanish - ¡Ella tiene 30 años!
Say where they live	I live in (Hareford Street in Stepney) in London - Vivo en (la calle Hareford en Stepney) en Londres.	Children can be given a map of the local area where they add their names to indicate their address. They can go around the class and add their peers names on their map but only if they have said in Spanish! Teacher could have a big map too to add.
Use some higher numbers	Use numbers 11-20/30/40/50/60 in Spanish	Play number lotto. Children write any three numbers from a list. Teacher calls out in Spanish. The first person to win calls out " ¡Lotería! "
Carry out normal classroom routines	Refer to above core language structures	This can be incorporated in Spanish lessons. Try and use instructions in Spanish as much as possible.