

Modern Foreign Languages

Intention Map

Lower Key Stage Two



Intention Map

Placing learning at the heart of everything we do.



Term One (Meet & Greet)

Learning Intentions

Week 1	<ul style="list-style-type: none"> • Hello! • Say hello at different times of day. • Use formal and informal language appropriately. • Use gestures to support my conversation.
Week 2	<ul style="list-style-type: none"> • What's Your Name? • Introduce myself to someone else. • Ask another person their name. • Use gestures to support my conversation
Week 3	<ul style="list-style-type: none"> • How Are You? • Use '¿Qué tal?' as a question. • Choose the appropriate phrase to say how I feel.
Week 4	<ul style="list-style-type: none"> • Goodbye! • Say goodbye in a variety of ways. • Reply to greetings with the appropriate answer.
Week 5	<ul style="list-style-type: none"> • Numbers 0-10 • Say the numbers 0-10 in Spanish. • Listen and repeat carefully. • Join in a song that counts in Spanish. • Use music to help me remember new words
Week 6	<ul style="list-style-type: none"> • How Old Are You? • Ask how old someone is. • Say my own age. • Use number words in my sentences.

Knowledge Intentions

Week 1	¡Hola! [Hello!], ¡Adiós! [Goodbye!], buenos días [good morning], buenas tardes [good afternoon], buenas noches [good evening].
Week 2	Me llamo... [My name is...], ¿Cómo te llamas? [What's your name?], Señor Mr , Señora [Mrs], Señorita [Miss], ¿Y tú? [And you?].
Week 3	¿Qué tal? [How are you?], Bien [well], Muy bien [very well], Fenomenal great], Regular [so-so], Mal [bad/not well], Muy mal [very bad/not well at all], Fatal [dreadful], Gracias [thank you], ¿Y tú? [and you?], Pregúntame [ask me].
Week 4	¡Adiós! [Bye!], ¡Hasta luego! [See you later!], ¡Hasta pronto! [See you soon!], ¡Hasta mañana! [See you tomorrow!], ¡Feliz fin de semana! [Have a nice weekend!]
Week 5	cero [zero], uno [one], dos [two], tres [three], cuatro [four], cinco [five], seis [six], siete [seven], ocho [eight], nueve [nine], diez [ten], más [more], menos [less], son [are/ make], ¡Vamos! [Let's go!], ¡A contar! [Let's count!]
Week 6	¿Cuántos años tienes? [How old are you?], tengo ... años [I am ... years old], ¿y tú? [and you?], ¡Escucha! [Listen!], ¡Cumpleaños Feliz! [Happy birthday!] Other useful vocabulary: uno [one], dos [two], tres [three], cuatro [four], cinco [five], seis [six], siete [seven], ocho [eight], nueve [nine], diez [ten]

Assessment

Have a short conversation explaining who you are, how you are feeling and how old you are.

National Curriculum

- FL2/1.1a FL2/1.1b**
- FL2/1.2a FL2/1.2b FL2/1.3c FL2/1.4d**
- FL2/1.3a FL2/1.3b FL2/1.3c**
- FL2/1.4a FL2/1.4b FL2/1.4c FL2/1.4d**



Term Two (My Body)

Learning Intentions

Week 1	<ul style="list-style-type: none"> Parts of the body Listen to, repeat and read the names of different body parts. Sing a song in Spanish. Point to the correct part of the body for each word.
Week 2	<ul style="list-style-type: none"> Parts of the Body Listen to, repeat and read the names of different body parts. Sing a song in Spanish. Point to the correct part of the body for each word.
Week 3	<ul style="list-style-type: none"> Actions Listen to action words and show what to do. Join in a game using the action vocabulary
Week 4	<ul style="list-style-type: none"> Colours Listen to and repeat Spanish words for colours carefully. Match the correct word to the correct colour.
Week 5	<ul style="list-style-type: none"> What's in the Wardrobe? Name clothes in Spanish. Use un and una appropriately for masculine or feminine nouns. Ask and answer questions about what's in the wardrobe.
Week 6	<ul style="list-style-type: none"> What Are You Wearing? Name clothes and accessories in Spanish. Say what I am wearing. Ask someone else what they are wearing. Use 'y' to link several items of clothing.

Knowledge Intentions

Week 1	Aquí está [This is], aquí están [these are], la cabeza [head], los hombros [shoulders], las piernas [legs], los pies [feet], los ojos [eyes], las orejas [ears], la boca [mouth], la nariz [nose].
Week 2	Aquí está [here is], aquí están [here are], la cabeza [head], los hombros [shoulders], las piernas [legs], los pies [feet], los ojos [eyes], las orejas [ears], la boca [mouth], la nariz [nose].
Week 3	Aplaudes [Clap], pon [put down], patalea [stamp your feet], corre [run], levanta la mano [put your hand up], baja la mano [put your hand down], salta [jump], cruza los brazos [cross your arms], anda [walk], toca [touch], coge [take].
Week 4	¿De qué color es? [What colour is it?], azul [blue], blanco [white], rojo [red], negro [black], amarillo [yellow], verde [green], gris [grey], naranja [orange], rosa [pink], violeta [purple], marrón [chestnut brown], Es... [It's...].
Week 5	Una falda [skirt], unos pantalones [trousers], un jersey [jumper], una camiseta [T-shirt], una camisa [shirt], unos pantalones cortos [shorts], un vestido [dress], una sudadera [sweatshirt], unos zapatos [shoes], unas zapatillas [trainers], unos calcetines [socks], ¿Qué hay en el armario? [What's in the wardrobe?], Hay... [There is/are...].
Week 6	Unos guantes [gloves], una bufanda [scarf], un abrigo [coat], un gorro [hat], un impermeable [waterproof jacket], unas gafas [glasses], un cinturón [belt], unas botas [boots], ¿Qué llevas? [What are you wearing?], Llevo... [I'm wearing...], y [and].

Assessment

Label a body with the correct parts and name items of clothing you might wear.

National Curriculum

- FL2/1.1a FL2/1.1b
- FL2/1.2a FL2/1.2b FL2/1.3c FL2/1.4d
- FL2/1.3a FL2/1.3b FL2/1.3c
- FL2/1.4a FL2/1.4b FL2/1.4c FL2/1.4d



Term Three (Time to Eat)

Learning Intentions

Week 1	<ul style="list-style-type: none"> <i>The Greedy Mouse</i> Understand and join in with a story. Name food items in Spanish.
Week 2	<ul style="list-style-type: none"> <i>Please May I Have?</i> Count items and use 'some' for amounts. Ask politely for something.
Week 3	<ul style="list-style-type: none"> <i>Preferences</i> Choose the correct determiner (el/ la/los/las) when talking about food. Say if I like or dislike a food. Make the correct choice between 'me gusta' and 'me gustan'. Understand someone's food preferences.
Week 4	<ul style="list-style-type: none"> <i>What Colour Is It?</i> Describe what colour something is. Add words to be more precise about a colour. Place words in the correct order.
Week 5	<ul style="list-style-type: none"> <i>Describing Food</i> Know a range of adjectives to describe food items. Explain that adjective spelling depends on number and gender. Begin to spell adjectives based on grammar rules.
Week 6	<ul style="list-style-type: none"> <i>I'm Hungry!</i> Know the vocabulary I need to talk about food. Request the food I would like. Ask and answer questions about food.

Knowledge Intentions

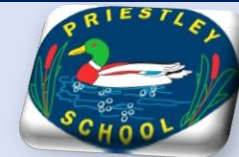
Week 1	Una manzana [an apple], dos peras [two pears], tres ciruelas [three plums], cuatro fresas [four strawberries], cinco naranjas [five oranges], un pastel [a cake], un helado [an ice cream], un bocadillo [a sandwich], un trozo de queso [a piece of cheese], una salchicha [a sausage], una piruleta [a lollipop], una magdalena [a cupcake], jamón [ham], pan [bread], un trozo de sandía [a piece of watermelon].
Week 2	Me gustaría... [I would like], por favor [please], un/una [a - masculine/feminine], unos/unas [some - masculine/ feminine], aquí tienes [here you are], gracias [thank you], de nada [you are welcome].
Week 3	Me gusta [I like - singular], no me gusta [I don't like - singular], me gustan [I like - plural], no me gustan [I don't like - plural], el/la/los/las [the - masc. sing./fem. sing./masc. plur./fem. plur.] ¿Qué te gusta? [What do you like?]
Week 4	Claro [light], oscuro [dark], brillante [bright], ¿De qué color es? [What colour is it?], Es de color... [It's...], azul [blue], blanco [white], rojo [red], negro [black], amarillo [yellow], verde [green], gris [grey], naranja [orange], rosa [pink], violeta [purple], marrón [brown].
Week 5	Dulce [sweet], salado [savoury], delicioso [delicious], horrible [horrible], sano [healthy], malsano [unhealthy], es [it is], son [they are].
Week 6	Abre [open], corta [cut], el agua [water], el jabón [soap], la espuma [foam], la servilleta [towel/ napkin].

Assessment

Describe your favourite meal.

National Curriculum

- FL2/1.1a FL2/1.1b**
FL2/1.2a FL2/1.2b FL2/1.3c FL2/1.4d
FL2/1.3a FL2/1.3b FL2/1.3c
FL2/1.4a FL2/1.4b FL2/1.4c FL2/1.4d



Term Four (The People Around Me)

Learning Intentions

Week 1	<ul style="list-style-type: none"> Meet My Family Identify family members. Say 'My...' Use 'Aquí está(n)' to explain who's who in a picture
Week 2	<ul style="list-style-type: none"> Have You Got Any Pets? Name a range of animals. Understand that a verb form depends on its subject. Use the correct form of 'tener' to say what pets you have. Use the correct form of 'tener' to ask someone else if they have any pets.
Week 3	<ul style="list-style-type: none"> The Alphabet Listen carefully to modelled pronunciation. Copy what you hear. Join in with a song to practise new language.
Week 4	<ul style="list-style-type: none"> What's Their Name? Use 'se llama' to name a person. Use a vocabulary bank. Make new sentences by swapping key vocabulary
Week 5	<ul style="list-style-type: none"> How Do You Spell...? Say letters of the Spanish alphabet with good pronunciation. Ask for and give spellings using the Spanish alphabet.
Week 6	<ul style="list-style-type: none"> Let's Recap! Know the vocabulary I need to talk about family and pets. Apply my learning to have short conversations.

Knowledge Intentions

Week 1	<i>Quien es?/Who's this?, yo/me, mi (sing) mis (plural)/my, padres/parents, madre/mother, padre/father, hermano/brother, hermana/sister, abuela/grandmother, abuelo/grandfather, abuelos/grandparents, familia/family, padrastro/stepfather, madrastra/stepmother, hermanastro/stepbrother, hermanastra/stepsisiter, aqui esta/n / he is/are.</i>
Week 2	Un perro [dog], un gato [cat], una tortuga [tortoise], un hámster/hámsteres [a hamster/hamsters], un pez/peces [a fish/fish (plural)], un pájaro [bird], un ratón/ratones [a mouse/mice], una cobaya [guinea pig], un conejo [rabbit], una serpiente [snake], ¿Tienes animales? [Do you have pets?], tengo/tienes [I have/you have].
Week 3	La letra [letter], el alfabeto [alphabet], ¿Qué falta? [What's missing?].
Week 4	¿Cómo se llama? [What's their name?], se llama [they are called], te toca a ti [it's your turn], tío [uncle], tía [aunt], primo [cousin – male], prima [cousin – female].
Week 5	Cómo [how], se escribe [it/that is written], mayúscula [capital letter], la tilde [accent], minúscula [lower case].
Week 6	¿Tienes animales? [Do you have any pets?], Tengo... [I have], ¿Cómo se llama? [What's their name?], se llama [they are called], ¿Quién hay en tu familia? [Who's in your family?].

Assessment

Draw your family tree, labelling each of the family members.

National Curriculum

- FL2/1.1a FL2/1.1b**
FL2/1.2a FL2/1.2b FL2/1.3c FL2/1.4d
FL2/1.3a FL2/1.3b FL2/1.3c
FL2/1.4a FL2/1.4b FL2/1.4c FL2/1.4d



Term Five (All About School)

Learning Intentions

Week 1	<ul style="list-style-type: none"> What's in the Classroom? Identify and name classroom objects. Use 'Dónde' to ask where things are. Use the phrase 'Aquí está(n)' to say where things are.
Week 2	<ul style="list-style-type: none"> What's in Your Pencil Case? Name objects in a pencil case. Convert 'el' to 'un' and 'la' to 'una'. Choose the appropriate indefinite article (un/una). Adapt the sentence 'En mi estuche, tengo un/una...'
Week 3	<ul style="list-style-type: none"> School Subjects Say the names of subjects at school. Say whether I like/dislike subjects using '(No) me gusta(n)...' Ask someone if they like a subject.
Week 4	<ul style="list-style-type: none"> PE Lesson Demonstrate my understanding of instructions in Spanish. Follow instructions when I hear them.
Week 5	<ul style="list-style-type: none"> Around Our School Recognise and name places around school in Spanish. Ask the question '¿Dónde estás?'. Say where I am in a sentence using 'Estoy en...'
Week 6	<ul style="list-style-type: none"> What Do You Like to Do? Name a range of school activities. Express opinions using 'me gusta' and infinitive verbs. Add extra detail using familiar vocabulary for places around school.

Knowledge Intentions

Week 1	La clase [classroom], la puerta [door], la ventana [window], la mesa [table], la silla [chair], el ordenador [computer], el libro [book], las luces [lights], ¿Dónde está...? [Where is it?], ¿Dónde están...? [Where are they?], Aquí está/están [Here it is/ they are].
Week 2	El/un estuche [pencil case], el/un lápiz [pencil], el/un bolígrafo [pen], el/un rotulador [felt-tip pen], el/un lápiz de color [coloured pencil], el/un sacapuntas [pencil sharpener], la/una regla [ruler], la/una goma [eraser], ¿Qué hay en tu estuche? [What's in your pencil case?], verdad [true], mentira [false], en mi estuche [in my pencil case], tengo [I have].
Week 3	Las asignaturas [subjects], el español [Spanish], el inglés [English], las ciencias [science], las matemáticas [maths], la música [music], el deporte [PE], la historia [history], la geografía [geography], la informática [computing], el dibujo [art], me gusta(n) [I like], no me gusta(n) [I don't like], ¿Te gusta(n)...? [Do you like...?].
Week 4	Levántate [stand up], siéntate [sit down], para [stop], camina [walk], corre [run], salta [jump], salta con una pierna [hop], corre en el sitio [run on the spot], los semáforos [traffic lights], cambia de dirección [change direction].
Week 5	Los lugares de la escuela [places around school], la clase [classroom], la biblioteca [library], la clase de música [music room], el patio [playground], las canchas [playing field], el salón de actos [assembly hall], la clase de informática [IT room], la oficina del director [(male) headteacher's office], la oficina de la directora [(female) headteacher's office], el comedor [school canteen], la recepción [school reception], el pasillo [corridor], la sala de profesores [staffroom], ¿Dónde estás? [Where are you?], Estoy en... [I am in/on...] Está en... [They are in/on...]
Week 6	¿Qué te gusta hacer? [What do you like to do?], leer [to read], comer [to eat], correr [to run], cantar [to sing], caminar [to walk], bailar [to dance], jugar al fútbol [to play football], jugar al baloncesto [to play basketball], hablar con mis amigos [to talk with my friends], usar el ordenador [to use the computer].

Assessment

Create a timetable for a day at school and name the area of school you would go to for that lesson.

National Curriculum

FL2/1.1a FL2/1.1b

FL2/1.2a FL2/1.2b FL2/1.3c FL2/1.4d

FL2/1.3a FL2/1.3b FL2/1.3c

FL2/1.4a FL2/1.4b FL2/1.4c FL2/1.4d



Term Six (Tell Me When)

Learning Intentions

Week 1	<ul style="list-style-type: none"> Counting up to 31 Count up to 31. Use patterns to make predictions about new vocabulary. Copy modelled sounds accurately
Week 2	<ul style="list-style-type: none"> Days of the Week Listen carefully to a set of vocabulary. Understand, say and order the days of the week. Sing a song in Spanish.
Week 3	<ul style="list-style-type: none"> Months Read and say the months of the year. Show my understanding by ordering the months correctly
Week 4	<ul style="list-style-type: none"> Birthdays Guess language rules by comparing English with Spanish. Say when my birthday is. Ask someone when their birthday is.
Week 5	<ul style="list-style-type: none"> What's the Date? Say the date using a day, number and month. Identify some important Spanish festivals
Week 6	<ul style="list-style-type: none"> Yesterday, Today, Tomorrow Say the date using day, number and month in a different tense. Change my question or answer sentence to make it past or future tense.

Knowledge Intentions

Week 1	Once [eleven], doce [twelve], trece [thirteen], catorce [fourteen], quince [fifteen], dieciséis [sixteen], diecisiete [seventeen], dieciocho [eighteen], diecinueve [nineteen], veinte [twenty], veintiuno [twenty-one], veintidós [twenty-two], veintitrés [twenty-three], veinticuatro [twenty-four], veinticinco [twenty-five], veintiséis [twenty-six], veintisiete [twenty-seven], veintiocho [twenty-eight], veintinueve [twenty-nine], treinta [thirty], treinta y uno [thirty-one].
Week 2	Lunes [Monday], martes [Tuesday], miércoles [Wednesday], jueves [Thursday], viernes [Friday], sábado [Saturday], domingo [Sunday], la semana [week], ¿Qué día es? [What day is it?].
Week 3	enero [January], febrero [February], marzo [March], abril [April], mayo [May], junio [June], julio [July], agosto [August], septiembre [September], octubre [October], noviembre [November], diciembre [December], mes (m) [month], año (m) [year].
Week 4	Mi [my], tu [your], el cumpleaños [birthday], ¿Cuándo es tu cumpleaños? [When is your birthday?], Mi cumpleaños es... [My birthday is...], ¿Qué fecha es? [What date is it?], Cumpleaños feliz [Happy Birthday].
Week 5	a fecha [date], ¿Qué fecha es hoy? [What's the date today?], ¿Qué fecha es? [What's the date?], El día de los Muertos [Day of the Dead], El día de Reyes [Kings Day], El día de los inocentes [the Spanish equivalent to April's Fool Day], el día del padre [Father's Day].
Week 6	el calendario [calendar], hoy [today], ayer [yesterday], mañana [tomorrow], es [it is], era [it was], será [it will be].

Assessment

Say when your birthday and the birthdays of those close to you are.

National Curriculum

FL2/1.1a FL2/1.1b
 FL2/1.2a FL2/1.2b FL2/1.3c FL2/1.4d
 FL2/1.3a FL2/1.3b FL2/1.3c
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