

Modern Foreign Languages

Intention Map

Upper Key Stage Two



Intention Map

Placing learning at the heart of everything we do.



Term One (All About Me)

Learning Intentions

Week 1	<ul style="list-style-type: none"> • Welcome Back! • Use different skills to revise previous vocabulary. • Ask for and give spellings using the Spanish alphabet. • Understand the main points of someone's presentation introducing themselves.
Week 2	<ul style="list-style-type: none"> • My Likes and Dislikes • Name free time activities in Spanish. • Express my opinion about hobbies. • Use 'y' and 'pero' to link two short sentences together
Week 3	<ul style="list-style-type: none"> • Who do you live with? • Use the Spanish alphabet to spell names containing accents. • Name a range of family members and pets. • Ask and respond to questions about where and who you live with
Week 4	<ul style="list-style-type: none"> • Jobs • Name different jobs in Spanish. • Apply masculine and feminine agreement rules to sentences. • Ask and answer what someone does for a living.
Week 5	<ul style="list-style-type: none"> • What are you going to do? • Name a range of jobs in Spanish. • Explain how the future tense is made of 'ir' plus the infinitive. • Say what I'm going to do for a living.
Week 6	<ul style="list-style-type: none"> • Let me introduce myself • recall Spanish vocabulary and key questions and answers from the unit. • I can listen to a personal introduction and understand the key information. • I can write key information about myself and present it orally

Knowledge Intentions

Week 1	¿Qué tal? [How are you?], bien, gracias [fine, thank you], ¿Cómo te llamas? [What's your name?], Me llamo... [My name is...], ¿Cuántos años tienes? [How old are you?], Tengo...años [I'm ... years old], ¿Dónde vives? [Where do you live?], Vivo en... [I live in...], ¿Cuándo es tu cumpleaños? [When is your birthday?], ¿Qué te gusta hacer? [What do you like to do?], Me gusta jugar al tenis [I like to play tennis], ¿Cómo se escribe...? [How do you spell...?], Se escribe... [It's spelt...].
Week 2	Cocinar [to cook], patinar [to skate], montar en bici [to ride a bike], viajar [to travel], y [and], pero [but].
Week 3	Una tilde [accent], Á con tilde [A with an accent], É con tilde [E with an accent], Í con tilde [I with an accent], Ó con tilde [O with an accent], Ú con tilde [U with an accent], Inés, Lucía, Rocío (a selection of girl's first names), Aarón, Raúl, Iván, (a selection of boy's first names), Salamanca, Sevilla, Bilbao, Barcelona, Alicante (a selection of Spanish cities).
Week 4	Los trabajos [jobs], profesor/profesora [teacher], doctor/doctora [doctor], peluquero/peluquera [hairdresser], mecánico/mecánica [mechanic], enfermero/enfermera [nurse], granjero/granjera [farmer], bombero/bombrera [firefighter], cocinero/cocinera [chef], ¿Qué trabajo es? [What job is it?], es [he/she is], ¿En qué trabaja? [What does he/she do (for a living)?].
Week 5	¿Qué vas a hacer? [What are you going to do?], Voy a ser... [I'm going to be a...].
Week 6	¿Cómo te llamas? [What's your name?], Me llamo... [My name is...], ¿Cuántos años tienes? [How old are you?], Tengo...años [I'm...years old], ¿Dónde vives? [Where do you live?], Vivo en... [I live in...], ¿Qué te gusta hacer? [What do you like to do?], ¿Con quién vives? [Who do you live with?], Vivo con [I live with...], ¿Qué vas a hacer? [What are you going to do?], Voy a ser... [I'm going to be a...], ¿En qué trabaja ...? [What does...do (for a living)?].

Assessment

Create a poster about yourself including all the key information taught this term.

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 (The Way We Look)

Learning Intentions

Week 1	<ul style="list-style-type: none"> The Body name different body parts in Spanish. Understand the key vocabulary about body parts in a description. Create my own description including body parts and the verb 'tener'.
Week 2	<ul style="list-style-type: none"> What do I Look Like? Correctly place an adjective in a sentence. Make a noun and adjective 'agree'. Describe hair and eyes in Spanish
Week 3	<ul style="list-style-type: none"> What are you doing? Identify a range of verbs. Compare a sentence in Spanish and in English and explain how verbs are different. Ask and answer the question '¿Qué haces?'
Week 4	<ul style="list-style-type: none"> Fashion Name different clothes in Spanish. Make the adjective and noun 'agree'. Use 'lleva' to say what someone is wearing
Week 5	<ul style="list-style-type: none"> How are you feeling today? Identify a range of adjectives that describe feelings. Use the verb 'estar' to ask and answer a question about feelings. Alter an adjective to match the person it applies to.
Week 6	<ul style="list-style-type: none"> What's the matter? Name parts of the body. Use 'me duele' and 'me duelen' to say what hurts. Ask and answer the question '¿Qué te pasa?'

Knowledge Intentions

Week 1	Las partes del cuerpo [parts of the body], el pelo [hair], el cuello [neck], los dientes [teeth], las cejas [eyebrows], las manos [hands], las rodillas [knees], ¿Qué tienes? [What do you have?], tengo [I have] tienes [you have].
Week 2	Corto [short], largo [long], liso [straight], ondulado [wavy], rizado [curly], castaño [light brown], rubio [blonde], azules [blue (masc. plural)], verdes [green (masc. plural)], marrones [brown (masc. plural)], grises [grey (masc. plural)].
Week 3	¿Qué haces? [What are you doing?], levanto [I raise/put up], cruzo [I cross], cojo [I take/pick up], dejo [I put down], abro [I open], cierro [I close], ordeno [I tidy], recojo [I collect], busco [I look for], ayudo [I help], leo [I read], escribo [I write].
Week 4	Una falda [skirt], unos pantalones [trousers], un jersey [jumper], una camiseta [T-shirt], una camisa [shirt], un vestido [dress], unos zapatos [shoes], unas botas [boots], ¿Qué lleva? [What is he/she wearing?], Lleva... [He/She is wearing...], también [also].
Week 5	¿Cómo estás hoy? [How are you (feeling) today?], estoy [I am], estás [you are/are you], contento/contenta [pleased (masc./fem.)], cansado/cansada [tired (masc./fem.)], irritado/irritada [annoyed (masc./fem.)], sorprendido/sorprendida [surprised (masc./fem.)], emocionado/emocionada [excited (masc./fem.)], nervioso/nerviosa [nervous (masc./fem.)], triste [sad (masc./fem.)], furioso/furiosa [furious (masc./fem.)], orgulloso/orgullosa [proud (masc./fem.)].
Week 6	¿Qué te pasa? [What's the matter?], me duele/me duelen... [I've got a pain + singular/plural noun], el estómago [tummy], la garganta [throat].

Assessment

Design an outfit for a fashion show, naming and describing the items of clothing

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 (Eating Out)

Learning Intentions

Week 1	<ul style="list-style-type: none"> I'm thirsty Name a range of hot and cold drinks. Say phrases by combining drinks and containers. Ask the question '¿Qué quieres beber?' and answer starting with 'Quisiera...'
Week 2	<ul style="list-style-type: none"> Open and closed Identify and say days of the week in Spanish. Tell the time in Spanish. Ask and answer at what times a restaurant opens and closes on a particular day. Read and interpret a chart which gives opening and closing times in Spanish.
Week 3	<ul style="list-style-type: none"> Breakfast Write words from memory. Write a sentence about what I would like for breakfast. Write a sentence about what I would like to eat and a sentence about what I would like to drink.
Week 4	<ul style="list-style-type: none"> Sandwiches Identify a range of sandwich fillings in Spanish. Use a modelled sentence to express my preference for a sandwich. Write a sentence from memory to express my preference for a sandwich.
Week 5	<ul style="list-style-type: none"> I like to eat Express an opinion about food. Modify adjectives depending on the gender and number of the noun. Make sentences describing food using opinions and the correct form of the adjectives.
Week 6	<ul style="list-style-type: none"> Pizzas Use a modelled sentence to express my preference for a pizza. Order a drink in Spanish. Ask and answer the question '¿Qué desea?' to express what I would like to order

Knowledge Intentions

Week 1	Tengo sed [I'm thirsty], las bebidas calientes [hot drinks], las bebidas frías [cold drinks], un té [a tea], un té con leche [a tea with milk], un té con limón [a tea with lemon], un café [a coffee], un café con leche [a coffee with milk], un chocolate caliente [a hot chocolate], un refresco [a soft drink], una limonada [a lemonade], agua [water], agua con gas [sparkling water], un zumo de naranja [an orange juice], un zumo de manzana [an apple juice], una botella de... [a bottle of...], un vaso de... [a glass of...], una taza de... [a cup of...], el menú [the menu], quisiera... [I would like...], ¿Qué quieres beber? [What would you like to drink?].
Week 2	¿A qué hora abre? [At what time does it open?], ¿A qué hora cierra? [At what time does it close?], abre a las [it opens at], cierra a las [it closes at], es la una [it is one o'clock], son las dos/tres/cuatro/cinco/ seis/siete/ocho/nueve/diez/once/doce [it is two/three/four/five/six/seven/eight/nine/ ten/eleven/twelve o'clock], ...y media [half past...], ...y cuarto [quarter past...], ...menos cuarto [quarter to...] la cafetería [cafe], la pizzería [pizza restaurant], la heladería [ice cream parlour].
Week 3	El desayuno [breakfast], la comida [food], una tostada [toast], un cruasán [croissant], un yogur [yoghurt], cereales (m) [cereal], una napolitana [pain au chocolat/chocolate croissant], mermelada (f) [jam], mantequilla (f) [butter], churros con chocolate (m) [churros with chocolate], para mi desayuno [for my breakfast], para beber [to drink], ¿Qué quieres para el desayuno? [What would you like for breakfast?].
Week 4	El pan [bread], ¿Qué desea? [What would you like?], Quisiera [I would like], el pan [bread], pan de barra (m) [white bread], pan integral (m) [wholemeal bread], pan de molde (m) [sliced bread], pollo (m) [chicken], jamón (m) [ham], aguacate [avocado], huevo (m) [egg], queso [cheese], cebolla (f) [onion], lechuga (f) [lettuce], pepino (m) [cucumber], tomates (m) [tomatoes].
Week 5	El café [coffee], el té [tea], el chocolate [chocolate], la fruta [fruit], la ensalada [salad], los bocadillos [sandwiches], los cereales [cereals], los helados [ice creams], las salchichas [sausages], las patatas fritas [crisps], me gusta/gustan [I like], no me gusta/gustan [I don't like], dulce [sweet], salado [savoury], amargo [bitter], horrible [horrible], delicioso [delicious], es [he/she/it is], son [they are], ¿Te gusta...? [Do you like...?].
Week 6	¿Qué pizza desea? [What pizza would you like?], ¿Qué bebida desea? [What drink would you like?], ¿Qué postre desea? [What dessert would you like?], una pizza (f) [a pizza], quisiera [I would like], queso (m) [cheese], tomate (m) [tomato], jamón (m) [ham], pepperoni (m) [pepperoni], pollo (m) [chicken], olivas (f) [olives], atún (m) [tuna], cebolla (f) [onion], con [with], sin [without], un refresco (m) [a soft drink], una limonada (f) [a lemonade], agua (f) [water], agua con gas (f) [sparkling water], un zumo de naranja (m) [an orange juice], un zumo de manzana (m) [an apple juice], un helado (m) [ice cream], un yogur (m) [a yogurt], fruta (f) [fruit].

Assessment

Create a meal plan for a day of food that you regularly eat.

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 (My World)

Learning Intentions

Week 1	<ul style="list-style-type: none"> Meet the Family Name a range of family members. Use the correct possessive determiner in a sentence. Describe someone else's family.
Week 2	<ul style="list-style-type: none"> At the Farm Name a range of animals. Alter the spelling of the adjective to agree with the noun. Say what my favourite animal is and explain why.
Week 3	<ul style="list-style-type: none"> What's your favourite animal? Identify a variety of farm animals in Spanish. Compare how animal sounds are represented in Spanish and in English. Join in the repeated phrases in a song.
Week 4	<ul style="list-style-type: none"> I live in a... Identify different types of homes. Describe the size of a home choosing adjectives with the correct spelling. Ask and answer the question '¿Dónde vives?' using adjectives.
Week 5	<ul style="list-style-type: none"> In my house Name rooms of the house in Spanish. Use a bilingual dictionary to translate between Spanish and English words.
Week 6	<ul style="list-style-type: none"> What can I say? Construct a simple sentence. Join two sentences using an appropriate conjunction. Make sentences in Spanish saying different facts about myself

Knowledge Intentions

Week 1	Aquí está/están [Here is/are], mi (singular)/mis (plural) [my], la familia [family], la madre [mother], el padre [father], el hermano [brother], la hermana [sister], el abuelo [grandfather], la abuela [grandmother], el padrastro [stepfather], la madrastra [stepmother], el hermanastro [stepbrother], la hermanastra [stepsister], el tío [uncle], la tía [aunt], el primo [cousin - male], la prima [cousin - female], Se llama [He/She is called], Se llaman [They are called], su (singular)/sus (plural) [his/her/its].
Week 2	Los animales [animals], el perro [dog], el caballo [horse], el conejo [rabbit], el león [lion], el gato [cat], la cobaya [guinea pig], la tortuga [tortoise], la serpiente [snake], la cebra [zebra], la gallina [hen], bonito/bonita [pretty (masc./fem)], horrible [horrible (masc./fem)], rápido/rápida [fast (masc./fem)], lento/lenta [slow (masc./fem)], tranquilo/tranquila [quiet (masc./fem)], ruidoso/ruidosa [loud (masc./fem)], alegre [happy (masc./fem)], peligroso/peligrosa [dangerous (masc./fem)].
Week 3	Los animales de la granja [farm animals], una vaca [a cow], un cerdo [a pig], una oveja [a sheep], un caballo [a horse], una gallina [a chicken/hen], un gallo [a rooster], un pato [a duck], un burro [a donkey], un perro [a dog], un gato [a cat].
Week 4	¿Dónde vives? [Where do you live?], Vivo en [I live in], un piso [a flat], una casa [a house], un castillo [a castle], una cabaña [a cottage], un ático [a penthouse], una caravana [a caravan], ¿Cómo es tu casa? [What's your home like?].
Week 5	Las partes de la casa [parts of the house], la entrada [entrance hall], el salón [living room], la cocina [kitchen], el baño [bathroom], el dormitorio [bedroom], el desván [attic], un felpudo [a doormat], una cama [a bed], un horno [an oven], una maleta [a suitcase], un sillón [an armchair], un espejo [a mirror], un cuchillo [a knife], un lavabo [a bathroom sink], en [in], hay [there is/are].
Week 6	Se llama [He/She is called], se llaman [they are called], Mi animal favorito es... [My favourite animal is...], porque es... [because he/she/it is], porque son [because they are], me gusta [I like + singular item], me gustan... [I like + plural item], Vivo en... [I live in], En mi casa hay... [In my house there is/ there are...], y [and], pero [but], tengo [I have].

Assessment

Draw your family tree, adding in any pets around the outside too.

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 (In The Classroom)

Learning Intentions

Week 1	<ul style="list-style-type: none"> Where are they? Name a range of classroom objects in Spanish. Choose between 'está' and 'están'. Use 'al lado de' to say where something is
Week 2	<ul style="list-style-type: none"> Where are the objects? Name items in a pencil case. Explain that 'de' followed by 'el' becomes 'del'. Read a sentence containing positional language and say whether it is true or false.
Week 3	<ul style="list-style-type: none"> My favourite subject Name school subjects. Say which of two subjects I like best using the adverb 'más'. Say which is my favourite subject.
Week 4	<ul style="list-style-type: none"> Shapes Name shapes in Spanish. Read a short description and identify the correct shape. Ask and answer questions about shapes.
Week 5	<ul style="list-style-type: none"> Can I? Identify key classroom actions in Spanish. Ask a question using the phrase: Disculpe, ¿puedo..., por favor? Give the appropriate answer to a question.
Week 6	<ul style="list-style-type: none"> Asking questions Name classroom objects. Say where something is using the appropriate positional language and verb form. Have a conversation in Spanish with a partner asking and answering where objects are

Knowledge Intentions

Week 1	La clase [classroom], la puerta [door], el armario [cupboard], la pizarra [blackboard/whiteboard], la mesa [table], la silla [chair], el ordenador [computer], las estanterías [shelves], las ventanas [windows], está [he/she/it is], están [they are], ¿Dónde está/están? [Where is it/are they?], al lado de [next to].
Week 2	El pegamento [glue], las tijeras [scissors], encima de [above], debajo de [under], a la izquierda de [left], a la derecha de [right], dónde [where], está [(it) is], están [(they) are].
Week 3	Las asignaturas [subjects], el dibujo [art], la geografía [geography], las ciencias [science], el inglés [English], la música [music], las matemáticas [mathematics/maths], la informática [IT], la educación física [PE], el español [Spanish], la historia [history], ¿Qué asignatura te gusta más? [Which subject do you prefer/like best? - choice of two], o [or], Me gusta/gustan más (+ subject) [I prefer (+ subject)/I like (+ subject) best], ¿Cuál es tu asignatura preferida? [Which is your favourite subject?], Mi asignatura preferida es... [My favourite subject is...].
Week 4	Las formas [shapes], el círculo [circle], el triángulo [triangle], el cuadrado [square], el rectángulo [rectangle], el hexágono [hexagon], el octágono [octagon], el lado [side], tiene [he/she/it has], ¿Cuántos lados tiene? [How many sides does it have?], Tien... lados. [It has... sides], ¿De qué color es? [What colour is it?], Es... [It's...].
Week 5	Disculpe... [Excuse me...], ¿Puedo...? [Can I...?], por favor [please], ir al aseo [to go to the toilet], leer un libro [to read a book], beber agua [to drink water], dibujar [to draw], salir de clase [to leave the classroom], trabajar con un compañero [to work with a classmate], sí [yes], más tarde [later], no [no], no en este momento [not at this moment], en cinco minutos [in five minutes].
Week 6	El estuche [pencil case], el lápiz [pencil], el lápiz de color [coloured pencil], la regla [ruler], la goma [eraser], las tijeras [scissors], los pegamentos [glue sticks], los libros [books], los sacapuntas [pencil sharpeners], los bolígrafos [pens], encima de [above], debajo de [under], a la izquierda de [left], a la derecha de [right], al lado de [next to], está [he/she/it is], están [they are], ¿Dónde está/están? [Where is it/are they?].

Assessment

Write a timetable of your typical day at school.

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 (Our Past)

Learning Intentions

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • <i>Count with me</i> • Say three- and four-digit numbers in Spanish. I can use known vocabulary to predict larger number words. • Identify four-digit numbers in Spanish and use them in sentences.
Week 2	<ul style="list-style-type: none"> • <i>I'm 500 years old</i> • Recognise numbers with up to four digits in Spanish. • Identify the forms of the verb 'tener' correctly. • Choose the correct form of the verb 'tener' depending on the subject.
Week 3	<ul style="list-style-type: none"> • <i>Spanish History</i> • Name some historical Spanish facts. • Select the correct verb tense and time expression when saying the date. • Ask and answer questions about the date using different tenses.
Week 4	<ul style="list-style-type: none"> • <i>What year was it?</i> • Recognise four-digit numbers in Spanish. • Identify the differences between Spanish and English when saying years. • Say the year of some historical events in full sentences.
Week 5	<ul style="list-style-type: none"> • <i>I was born</i> • Apply my knowledge of four-digit numbers to say years in Spanish. • Use the correct form of the verb 'nacer'. • Apply my prior knowledge to say when and where I was born.
Week 6	<ul style="list-style-type: none"> • <i>Famous Lives</i> • Ask and answer when and where I was born in Spanish. • Spot mistakes in a simple description in the past tense. • Write sentences about when and where people were born and died.

Week 1	Cien [100], doscientos [200], trescientos [300], cuatrocientos [400], quinientos [500], seiscientos [600], setecientos [700], ochocientos [800], novecientos [900], mil [1000], dos mil [2000], tres mil [3000], cuatro mil [4000], cinco mil [5000], seis mil [6000], siete mil [7000], ocho mil [8000], nueve mil [9000].
Week 2	¿Cuántos años tienes? [How old are you?], Tengo... años [I'm... years old], tener [to have], tengo [I have], tienes [you have (singular)], tiene [he/she/it has], tenemos [we have], tenéis [you have (plural)], tienen [they have].
Week 3	Historia de España [Spanish history], el calendario [calendar], números [numbers], los días de la semana [days of the week], los meses del año [months of the year], ¿Qué fecha es hoy? [What is the date today?], hoy [today], es [it is], ¿Qué fecha fue ayer? [What was the date yesterday?], ayer [yesterday], fue [it was] ¿Qué fecha será mañana? [What will the date be tomorrow?], mañana [tomorrow], será [it will be], la fecha [the date].
Week 4	Es el año... [It is the year...], ¿En qué año fue? [What year was it?], Fue en el año... [It was in the year...], cien [100], doscientos [200], trescientos [300], cuatrocientos [400], quinientos [500], seiscientos [600], setecientos [700], ochocientos [800], novecientos [900], mil [1000], dos mil [2000], tres mil [3000], cuatro mil [4000], cinco mil [5000], seis mil [6000], siete mil [7000], ocho mil [8000], nueve mil [9000].
Week 5	¿Cuándo naciste? [When were you born?], nací [I was born], naciste [you were born (singular)], nació [he/she/it was born], nacer [to be born], ¿Dónde naciste? [Where were you born?], en [in].
Week 6	¿Cuándo naciste? [When were you born?], ¿Dónde naciste? [Where were you born?], en [in], nací [I was born], naciste [you were born (singular)], nació [he/she/it was born], nacer [to be born], ¿Quién es? [Who is it?], murió [he/she/it died], se llama [he/she/it is called].

Assessment



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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