

Modern Foreign Languages Intention Map

Upper Key Stage Two



Placing learning at the heart of everything we do.



Learning Intentions

1. **Name the major Spanish speaking cities** (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)
2. **Identify and say typical amenities to be found in a town** (NC - describe people, places, things and actions orally* and in writing)
3. **Say and order multiples of 10** (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)
4. **Ask and give a simple address in Spanish** (NC - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help)
5. **Locate the correct part of a bilingual dictionary to translate from Spanish-English or vice versa** (NC - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary) (NC - read carefully and show understanding of words, phrases and simple writing)

Term One

Knowledge Intentions

1. ¿Qué ciudad es?/ What city is it?, ¿Dónde vives?/ Where do you live? Vivo en/ I live in..., Madrid, Barcelona, Sevilla, Valencia, Santander, Zaragoza, Lima, Caracas, Buenos Aires, Ciudad de Mexico.
2. En mi ciudad/ In my town, hay/ there is or there are, no hay/ there isn't or there aren't, ¿ Qué hay en tu ciudad?/ What is there in your city? una escuela/ a school, un museo/ a museum, una farmacia/ a pharmacy, una estación de trenes/ a train station, un supermercado/ a supermarket, un cine/ a cinema, una cafetería/ a café, un parque/ a park, un mercado/ a market, un banco/a bank
3. Las decenas/tens, diez/10, veinte/20, treinta/30, cuarenta/40, cincuenta/50, sesenta/60, setenta/70, ochenta/80, noventa/90, cien/100
4. ¿Cuál es tu dirección?/ What's your address? Mi dirección es.../My address is... la calle/ street, la avenida/avenue, la plaza/square, número/number
5. ¿Cómo se dice...en Español?/ How do you say.... in Spanish?, ¿Qué significa.....?/ What doesmean?, el diccionario/ a dictionary,



Learning Intentions

1. **Name some types of transport** (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)
2. **Use the 1st and 2nd person singular of a verb** (NC - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.) (NC - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words)
3. **Respond to simple instructions for direction and movement** (NC - listen attentively to spoken language and show understanding by joining in and responding)
4. **Follow simple directions to find a place on a map** (NC - listen attentively to spoken language and show understanding by joining in and responding) (NC - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary) (NC - read carefully and show understanding of words, phrases and simple writing)
5. **Ask for and give simple directions** (NC - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help)

Term Two

Knowledge Intentions

1. un coche/ a car, un autobús/ bus, una bicicleta/ bicycle, a pie/ on foot, un tren/ a train, un camion/ lorry, un avión/ a plane, un monopatín/ scooter, un taxi/ taxi, una moto (una motocicleta)/motorbike, los medios de transporte/methods of transport.
2. Understand verb conjugation of the verb 'ir'/ to go. 1st person singular – 'voy'. 2nd person singular – 'vas'. ¿Cómo vas?/ How do you go? Voy/ I go
3. Las direcciones/ directions, a la izquierda/ to the left, a la derecha/ to the right, todo recto/ go straight, las instrucciones/ instructions, gira a la derecha/ turn right, gira a la izquierda/ turn left, gira/turn, ¡para!/stop! las acciones/ actions, aplaude/clap, pon/ put down, patalea/stamp your feet, corre/run, levanta la mano/put your hand up, salta/jump
4. ¿Cómo se va a....por favor?/ How do I get to....please?, al/ to + masc noun, a la/ to + fem noun, primera/first, segunda/ second, tercera/ third



Learning Intentions

1. **Listen to and respond to topic vocabulary** (NC - listen attentively to spoken language and show understanding by joining in and responding) (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases) (NC - appreciate stories, songs, poems and rhymes in the language)
2. **Answer questions using the topic vocabulary** (NC - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help) (NC - speak in sentences, using familiar vocabulary, phrases and basic language structures)
3. **Make a polite request in a Spanish shop** (NC - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help) (NC - speak in sentences, using familiar vocabulary, phrases and basic language structures)
4. **Describe clothes using adjectives** (NC - describe people, places, things and actions orally* and in writing)
5. **Ask and answer the question 'where can I buy...?'** (NC - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help) (NC - speak in sentences, using familiar vocabulary, phrases and basic language structures)
6. **Express and ask for prices in Spanish** (NC - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help) (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*)

Term Three

Knowledge Intentions

1. la manzana /apple, la naranja /orange, el plátano /banana, la fresa /strawberry, el melocotón /peach, el arándano /cranberry, el albaricoque /apricot, la pera /pear, las verduras /vegetables, un pimiento /pepper, una cebolla /onion, una patata /potato, un guisante /pea, una zanahoria /carrot, un calabacín /courgette, una coliflor /cauliflower, un champiñón /mushroom,
2. ¿Qué es? /What is it?, ¿Te gusta(n)? /Do you like?, me gusta(n) mucho /I like... a lot, no me gusta(n) nada /I don't like...at all
3. quisiera /I would like, un/una /a, unos/unas /some, por favor/please, ¡Ayuda!/Help!
4. ¿Qué es? /What's this?, los colores /colours, ¿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.
5. ¿Dónde puedo comprar...? /Where can I buy...?, Puedes comprar /you can buy, lo/la /it – masculine/feminine, los/las /them – masculine or mixed/feminine, en /in.
6. ¿Cuánto vale? [How much is it?], ¿Cuánto valen? [How much are they?], Son ... euros [It's ... euros], Son ... céntimos [It's ... cents], Son ... euros con ... céntimos [It's ... euros and ... cents], el cambio [the change], Aquí tienes el cambio [Here is the change].



Learning Intentions

1. **Write an answer in a sentence using the topic vocabulary** (NC - write phrases from memory, and adapt these to create new sentences, to express ideas clearly) (NC - describe people, places, things and actions orally* and in writing)
2. **Identify countries and continents in Spanish** (NC - listen attentively to spoken language and show understanding by joining in and responding) (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)
3. **Match capital cities to their countries** (NC - read carefully and show understanding of words, phrases and simple writing) (NC - listen attentively to spoken language and show understanding by joining in and responding)
4. **Name some animals in Spanish** (NC - listen attentively to spoken language and show understanding by joining in and responding) (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)

Term Four

Knowledge Intentions

1. Me llamo... /My name is..., Tengo...años /I am...years old, Vivo en... /I live in....
2. Los continentes /continents, África /Africa, Antártida /Antarctica, Asia /Asia, América del Norte /North America, América del Sur /South America, Europa /Europe, Oceanía /Oceania, ¿Qué continente es? /What continent is it?, ¿En qué continente está? /What continent is it in?, Está en... /It's in.... Argentina /Argentina, Chile /Chile, Colombia /Colombia, Ecuador /Ecuador, España /Spain, México /Mexico, Perú /Peru, Venezuela /Venezuela, ¿Dónde se habla español? /Where is Spanish spoken?, Se habla español en... /Spanish is spoken in...,
3. ¿Cuál es la capital de...? /What's the capital city of...?, La capital es... /The capital is..., El Reino Unido /United Kingdom, Irlanda del Norte /Northern Ireland, Escocia /Scotland, Inglaterra /England, Gales /Wales, ¿Qué país es? /What country is it?, ¿Dónde vives? /Where do you live?, Londres /London, Edimburgo /Edinburgh, Belfast /Belfast, Cardiff /Cardiff.
4. Una ballena /a whale, un búfalo /an American buffalo, un canguro /a kangaroo, una cebra /a zebra, un león /a lion, una llama /a llama, un panda /a panda bear, un oso /a brown bear, un pingüino /a penguin, un reno /a reindeer, ¿De qué continente es? /What continent is it from?, es /he-she-it is, de /from.



Learning Intentions

1. **Say and write a sentence to tell the time.** (NC - speak in sentences, using familiar vocabulary, phrases and basic language structures) (NC - write phrases from memory, and adapt these to create new sentences, to express ideas clearly)
2. **Count in fives to at least 30** (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)
3. **Understand and use the terms for 'before' and 'after'** (NC - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary)
4. **Answer questions about a TV schedule** (NC - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help)
5. **Devise questions about a TV schedule** (NC - present ideas and information orally to a range of audiences) NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*)

Term Five

Knowledge Intentions

1. ¿Qué hora es? /What time is it?, es la una /it is one o'clock, son las dos/tres/cuatro/cinco/seis/siete/ochos/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.
2. Cinco /5, diez /10, quince /15, veinte /20, veinticinco /25, treinta /30, treinta y cinco /35, cuarenta /40, cuarenta y cinco /45, cincuenta /50, cincuenta y cinco /55, sesenta /60, ¿Cuántos minutos hay de... a...? /How many minutes are there from... to...?, Hay... minutos /There are... minutes.
3. Antes de /before, después de /after,
4. ¿Qué hay en la televisión a...? /What's on TV at...?, hay... /there is.... A la una /at one o'clock, a las dos y media /at half past two, lee read, contesta /answer, las preguntas /questions, habla /speak, tu turno /your turn.
5. ¿Qué hay en la televisión a...? /What's on TV at...?, Antes de /before, después de /after, ¿Qué hay en la televisión antes de...? / What's on TV before...? ¿Qué hay en la televisión después de...? / What's on TV after...?



Learning Intentions

1. **Identify vocabulary about sports, weather, seasons and holiday activities.** (NC - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary) (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*)
2. **Express their opinion about sports and holiday activities** (NC - write phrases from memory, and adapt these to create new sentences, to express ideas clearly (NC - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help)
3. **Write and say a sentence saying what they like to do in the summer** (NC - write phrases from memory, and adapt these to create new sentences, to express ideas clearly) (NC - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.)
4. **Describe the weather in Spanish** (NC - describe people, places, things and actions orally* and in writing)

Term Six

Knowledge Intentions

1. Lunes /Monday, Martes /Tuesday, Miércoles /Wednesday, Jueves /Thursday, Viernes /Friday, Sábado /Saturday, Domingo/Sunday, la semana/ week, ¿Qué día es? /What day is it?
2. 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
3. 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.
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
5. Know that to make numbers such as 31, we say 30 and 1 – treinta y uno, or 16 is 10 and 6 – dieciséis
6. el calendario /calendar, hoy /today, ayer /yesterday, mañana /tomorrow, es /it is, era /it was, será /it will be.



Checklist



National Curriculum Programme of Study

Listening & Comprehension

FL2/1.1a - listen attentively to spoken language and show understanding by joining in and responding T2, T3, T4

FL2/1.1b - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words T2

Speaking

FL2/1.2a - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* T1, T2, T3, T5, T6

FL2/1.2b - speak in sentences, using familiar vocabulary, phrases and basic language structures T3, T5

FL2/1.2c - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* T1, T2, T3, T4, T5, T6

FL2/1.2d - present ideas and information orally to a range of audiences* T5

Reading & Comprehension

FL2/1.3a - read carefully and show understanding of words, phrases and simple writing T1, T2, T4

FL2/1.3b - appreciate stories, songs, poems and rhymes in the language T3

FL2/1.3c - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary T1, T2, T5, T6

Writing

FL2/1.4a - write phrases from memory, and adapt these to create new sentences, to express ideas clearly T4, T5, T6

FL2/1.4b - describe people, places, things and actions orally* and in writing T1, T3, T4, T6

FL2/1.4c - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. T2, T6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FL2/1.1a							FL2/1.3a						
FL2/1.1b							FL2/1.3b						
FL2/1.2a							FL2/1.3c						
FL2/1.2b							FL2/1.4a						
FL2/1.2c							FL2/1.4b						
FL2/1.2d							FL2/1.4c						