

**Learner profile –
MFL**

Y4

**Days of the
week**



**Reflective and
imaginative
thinker**



**Motivated to learn and
resilient when
challenged**



**Literate, numerate
and digital**



Show resilience and
willingness to participate even
if they are finding the
vocabulary challenging.

Hold up their word card if that
day is said.

Copy the names of the days in
writing.

**Communicator
and
collaborator**



**Respectful and
caring**



**Knowledge seeker
Knowledge keeper**



**Curious about the
world around them**



Sing both days of the week
songs.

Answer the question, “¿Qué día
es hoy?” using the full
sentence, “Hoy es ...”

Ask a partner the question,
“¿Qué día es hoy?”

Participate in team games and
work in partners, supporting
others if they get stuck.

Say the correct day based on
the initial letter written on the
board.

Say the next day after the one
said.

Say the correct day that’s
missing from the slide.

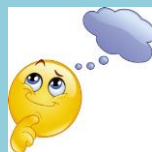
Learner profile – MFL

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Colours



Reflective and imaginative thinker



Motivated to learn and resilient when challenged



Literate, numerate and digital



Infer the meaning of *¿Qué color te gusta más?, Me gusta... and No me gusta...* from what the teacher is doing.

Infer the meaning of *¿Cuál es tu colour favorito?* and answer with, *“Mi colour favorito es...”*

Show resilience and willingness to participate even if they are finding the vocabulary challenging.

Play ‘Guess the Colour’ game.

Play the ‘Searching’ game.

Hold up the correct colour object for the word being shown.

Complete the colour by numbers activity.

Write the object and its colour from what is dictated.

Communicator and collaborator



Respectful and caring



**Knowledge seeker
Knowledge keeper**



Curious about the world around them



Sing the *Blanco, Rojo* song and the *Colorín Colorado* song.

Answer *¿De qué color es?* with the full sentence, *Es...*

Ask a partner what colour an object is saying, *“¿De qué color es?”*

Say to a partner what colour they like/don't like.

Participate in team games and work in partners, supporting others if they get stuck.

Play the ‘True/False’ game.

Complete the colour by numbers activity.

Discuss the grammar for combining nouns and adjectives.

Write the object and its colour from what is dictated.

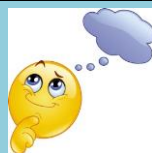
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Where do you live?



**Reflective and
imaginative
thinker**



**Motivated to learn and
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**Literate, numerate
and digital**



Infer the meaning of *Vivo en...*
from what the teacher is doing.

Infer the meaning of *¿Dónde
vives?*

Infer the meaning of *¿Cuál es tu
nacionalidad?* from what the
teacher is doing.

Work through some of the various
European nationalities inferring
the meaning.

Discuss the difference in the
masculine/feminine response.

Show resilience and
willingness to participate even
if they are finding the
vocabulary challenging.

Shouting competition girls vs
boys.

Team game: First team to hold
up the correct nationality card
when asked *¿Quién es?*

Read the sentences from the
flipbook.

Work with a partner to unscramble
the jumbled up sentences.

Ask three other children in their
class the question and record both
the question and answer in their
books.

Ask a partner *¿Cuál es tu
nacionalidad?* and answer based
on the card they hold.

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collaborator**



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Ask a partner *¿Dónde vives?*

Walk around the room asking
others *¿Dónde vives?* and group
themselves by the suburb they live
in.

Work with a partner to unscramble
the jumbled up sentences.

Participate in team games and
work in partners, supporting
others if they get stuck.

Walk around the room asking
others *¿Dónde vives?* and
answering with both the suburb
and the city. Repeat the activities
again using the city and country.

Work with a partner to unscramble
the jumbled up sentences.

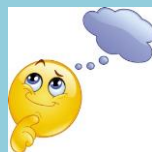
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**The Spanish
alphabet**



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Show resilience and
willingness to participate even
if they are finding the
vocabulary challenging.

Spell a secret word to their
partner.

Spell their name to a partner.

Spell their partner's name.

Spell a secret word to their
partner.

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Sing the alphabet songs.

Spell their name to a partner.

Spell their partner's name.

Spell a secret word to their
partner.

Participate in team games and
work in partners, supporting
others if they get stuck.

Play the 'Guess the name'
game.

Answer the question *¿Cómo te
llamas?* then answer the
question *¿Cómo se escribe?*
spelling their own name.

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The weather



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**Literate, numerate
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Infer the meaning to the question *¿Qué tiempo hace hoy?*

Listen to The Seasons song. With a partner, translate the chorus.

Show resilience and willingness to participate even if they are finding the vocabulary challenging.

Ask a partner *¿Qué tiempo hace hoy?* and respond with different phrases.

With a partner, read the phrases.

Match the correct picture card to the correct phrase.

Match the phrases to the pictures.

Read the rhyme *Sol, solecito* and rehearse reading it.

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In groups, repeat the question and different phrases from the picture cards given.

Ask a partner *¿Qué tiempo hace hoy?* and respond with different phrases.

Listen to The Seasons song. With a partner translate the chorus.

Participate in team games and work in partners, supporting others if they get stuck.

Listen to The Seasons song. With a partner, translate the chorus.