

**Learner profile –
MFL**

Y5

Today's date



**Reflective and
imaginative
thinker**



**Motivated to learn and
resilient when
challenged**



**Literate, numerate
and digital**



Infer the meaning of the question *¿Qué fecha es hoy?*

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

Hold up their word card if that number is said.

Choose the correct date from the ones shown.

Lead their own activity: Ask a partner what the date is using the calendar page.

Write down the months and days as they are dictated.

Write the correct date in Spanish.

**Communicator
and
collaborator**



**Respectful and
caring**



**Knowledge seeker
Knowledge keeper**



**Curious about the
world around them**



Sing the days of the week songs.

Say the correct sentence for the date shown.

Ask a partner what the date is using the calendar page.

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

Apply their knowledge of the days, numbers and months to answer the question *¿Qué fecha es hoy?*

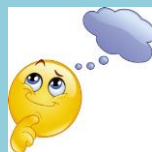
Learner profile – MFL

Y5

My family



**Reflective and
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**Literate, numerate
and digital**



Infer the meaning of the question *¿Quién es?* from sentences.

Listen to the native speaker and translate the sentences.

Infer the meaning of *¿Tengo un hermano?*

Translate the extended sentences from the teacher.

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

Role play with a partner, reading the speech bubbles.

Label the pictures with the correct word for each family member.

Write sentences for each of their family members saying what their name is.

Write the extended sentences about the brothers and sisters.

**Communicator
and
collaborator**



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Ask and answer the question *¿Quién es?*

Role play with a partner, reading the speech bubbles.

Introduce family members to a partner saying, “*Esta/este es mi...*”

Ask and answer *¿Cómo se llama?*

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

Answer the question *¿Quién tiene un hermano/hermana?*, applying their knowledge of numbers if they have more than one brother or sister.

If they have step-parents or step-brothers or sisters, ask for the words for them and try to use them in their speaking and writing activities.

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Y5

**Sounds and
spellings**



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**Literate, numerate
and digital**



Work through the groups of sounds identifying the common sound with a partner and the letter which is making it.

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

Work through the groups of sounds identifying the common sound with a partner and the letter which is making it.

Lead their own activity: Spell a secret word of their choosing to their partner.

Work through each word identifying the missing sound and writing the correct letters.

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Sing the alphabet songs.

Play the 'Guess the name' and 'Guess the word' games.

Spell a secret word to a partner.

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

Work through the groups of sounds identifying the common sound with a partner and the letter which is making it.

**Learner profile –
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Y5
Animals**



Reflective and imaginative thinker



Motivated to learn and resilient when challenged



Literate, numerate and digital



Listen to the *La Granja* song picking out words they know and inferring meaning of others.

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

Hold up their picture card if that animal is said.

Clap if the word said matches the card.

Match the sentences to the correct picture.

Write the plural sentence for each picture.

Lead their own conversation with a partner based on their own pets and also ask their name/s.

Communicator and collaborator



Respectful and caring



**Knowledge seeker
Knowledge keeper**



Curious about the world around them



Ask and answer the question ¿Tienes un animal?

Mime an action to their partner for them to guess the animal.

Describe the colour of the animals in the pictures, e.g. *un perro negro*.

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

Listen to the *La Granja* song picking out words they know.

Describe the colour of the animals in the pictures, e.g. *un perro negro*.

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

Look up any pets they have which we haven't learnt the name of in a dictionary.

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Numbers to 40**



Reflective and imaginative thinker



Predict the numbers from 40 to 49.

Motivated to learn and resilient when challenged



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

Team competition for fastest Mexican wave.

Play 'Quick Draw' in teams.

Play 'Quiz race'.

Literate, numerate and digital



Say the next number after the one said.

Play 'Guess the number'.

Play noughts and crosses using addition and subtraction.

Pick numbers from the trees to add together and write the answer in words.

Write out the phone numbers in words.

Communicator and collaborator



Respectful and caring



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

Knowledge seeker Knowledge keeper



Answer the question *¿Cuántos hay?* using the flashcards which have pictures of previous vocabulary learnt, e.g. animals and classroom objects.

Curious about the world around them



**Learner profile –
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Telling the time



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**Literate, numerate
and digital**



Infer the meaning of *¿Qué hora es?* from the flipbook page.

Infer the meaning of *mediodía* and *medianoche*.

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

Set a time on their clock and ask a partner *¿Qué hora es?*

If they are confident with the vocabulary for on the hour, then start to use half-past times.

Answer the question *¿Qué hora es?* – first as an oral whole class activity and then writing the words themselves.

Read the time cards with a partner.

Match the sentences to the correct clock.

**Communicator
and
collaborator**



**Respectful and
caring**



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Knowledge keeper**



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Answer the question *¿Qué hora es?* for the time shown.

Set a time on their clock and ask a partner *¿Qué hora es?*

Play dominoes with the time cards, saying the time as they match them.

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

Say the time after the one shown.

Say what the time will be in a given number of hours after the one shown.