

**Learner profile –  
MFL**

**Y6**

**Numbers 41-100**



**Reflective and  
imaginative  
thinker**



**Motivated to learn and  
resilient when  
challenged**



**Literate, numerate  
and digital**



Infer the meaning of *Mi cumpleaños es el...*

Infer the meaning of the question *¿Cuándo es tu cumpleaños?*

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

Team competition for fastest Mexican wave of the numbers to 40.

Ask and answer *¿Cuándo es tu cumpleaños?* with a partner, using different dates.

Initiate a conversation with their partner using phrases they know, e.g. name, age, etc.

Read word cards aloud with their partner.

Hold up their word card if that number is said.

Add the number on the machine to each of the given numbers, writing the answer in words.

Answer the maths word problems.

**Communicator  
and  
collaborator**



**Respectful and  
caring**



**Knowledge seeker  
Knowledge keeper**



**Curious about the  
world around them**



With a partner, work out the missing numbers in the sequences.

Ask a partner multiplication questions.

Listen to the native speaker and translate the phrases with a partner.

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

Wish their friends *¡Feliz cumpleaños!* on their birthdays.

Repeat the numbers 0 to 40 in sequence.

Perform Mexican waves from 0 to 100, waving at multiples of 2, 3 or 5.

Ask a partner multiplication questions.

Tell their partner which season their birthday is in.

Initiate a conversation with their partner using phrases they know, e.g. name, age, etc.

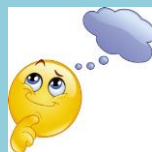
**Learner profile –  
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**Y6**

**Times of day**



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Infer the meaning of *de la mañana*, *de la tarde* and *de la noche* from the pictures.

Guess what time of day each group is acting out, saying the complete phrase.

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

With a group, act out a given time of day.

Play 'What's the time Mr Wolf?'

Show the correct time on their individual clock for the instruction given, e.g. *Enseñadme que son las cinco*.

In partners, match the captions with the pictures.

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With a partner, match the picture to the correct phrase.

With a group, act out a given time of day.

In partners, match the captions with the pictures.

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

Show the correct time on their individual clock for the instruction given, e.g. *Enseñadme que son las cinco*.

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

Answer *¿Es de la... o de la...?*

# Learner profile – MFL

## Y6

# European countries



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With a partner, infer the translation of the countries.

Match all of the nationalities to the countries.

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

Catch a beanbag and say a country name that they can remember.

Play 'Hangman'.

Spell a secret country to a partner.

Point to the correct country on the map.

Hold up their word card if that country is said.

Copy the country names into the correct boxes on the map.

Write down the letters of a country as they are spelt.

Play 'Hangman'.

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Ask a partner, “¿Qué país es?”, “¿Dónde vives?” and “¿Cuál es tu nacionalidad?”

Work with a partner to unscramble the names of the countries.

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

Ask and answer ¿Dónde vives?

With a partner, see how many nationalities they can remember.

Match all of the nationalities to the countries.

# Learner profile – MFL

## Y6

### Where are you going?



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Infer the meaning of *¿Qué ciudad es?* from the picture of Liverpool.

Infer the meaning of *Voy a...* and *¿Adónde vas?*

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

Play noughts and crosses using initial letters of the cities.

Hold up their word card if that city is said.

Guess the name of the city from the initial letter.

Write down the letters of a city as they are spelt.

Write the correct sentence *Voy a...* for each location.

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Write down the names of the cities in the correct places as they hear them.

Ask a partner, “*¿Qué ciudad es?*” and “*¿Adónde vas?*”

Play ‘True/False’.

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

Answer the question *¿Dónde vives?* combining cities and countries.

Play the ‘Memory game’, with children joining their destination to the sentence until a mistake is made.

# Learner profile – MFL

## Y6

### Directions



**Reflective and imaginative thinker**



**Motivated to learn and resilient when challenged**



**Literate, numerate and digital**



Predict the words for north-east, south-east, north-west and south-west.

Predict the phrases for some towns.

Infer the meaning of the question *¿Dónde está?*

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

Find other Spanish towns in an atlas and ask a partner *¿Dónde está?*

Play 'Four Corners' with the compass points.

Hold up their word card when that direction is said.

Label the points of the compass in writing.

Answer the questions from the map, writing in full sentences.

**Communicator and collaborator**



**Respectful and caring**



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Ask a partner, "*¿Adónde vas?*"

Listen to another pupil give the location and answer *¿Tiene razón?*

With a partner, have a conversation asking where they are going and where it is.

Find other Spanish towns in an atlas and ask a partner *¿Dónde está?*

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

Play 'True/False' with the location of the towns.

Find other Spanish towns in an atlas and ask a partner *¿Dónde está?*

