



Support
Inspire
Learn

KS2

Scheme of Work

Year 3

Spring 1

The World Around Us
(Birthdays)





MFL KS2 schemes of work, SIL.

Rationale:

This four year scheme is based on the national curriculum programmes of study. Each objective has been broken down into 4 levels to form a framework of age-related expectations. The scheme, which includes weekly planning, is designed to build knowledge and skills, encourage pupils to become increasingly independent and creative in their language study. Each half term follows a theme, enabling language and structures to be revisited and embedded. The aim is to produce language-learners who are well-equipped for key stage 3.

Assessment:

Prior learning has been identified in bold print and should always be assessed and reinforced as part of the teaching process. In addition, activities which particularly lend themselves to assessment and the gathering of evidence have been underlined.

Delivery:

It is recommended that pupils receive 1 hour of language teaching per week in order to be able to achieve the age-related expectations. Teaching should be delivered by someone with good subject knowledge. Where this is an external provider, it is recommended that the class-teacher is present, and works collaboratively with the specialist in order to embed language learning in the curriculum. The class-teacher should also be part of the assessment process.

Other publications:

A series of booklets aimed at developing reading and writing are available for each half term within each year group. The activities are differentiated and match the age-related expectations in those skill areas. The cost for the set of booklets is £100. Schemes and planning are also available for EYFS/KS1 at the cost of £100.

Inset training:

The Liverpool MFL team can provide bespoke staff training. This is free as part of the universal offer for Liverpool maintained schools, and can be arranged at a cost, for schools outside of the city, or who are not part of the Universal Offer.

KEY:

- Italic print indicates suggested activities which include extra challenge.
- Bold print indicates prior learning.
- Underlined LOs indicate suggested assessment opportunities.



<p>Learning Objectives:</p> <ul style="list-style-type: none">• Read, ask and answer questions: name, others' names, feelings, where you live, age, what colour, birthday [POS3]• Respond to instructions (Y3 Aut2) [POS1]• Recall 1-20 independently (Y3 Aut2) [POS4]• Produce 21-31 in order [POS1/4/9]• Recognise odd/even numbers to 31 [POS1]• Read and show understanding of written 1-10 [POS8]• Produce days and months [POS1/4]• Rehearse and say own birthday [POS5]• Read and show understanding of days/ months [POS8]• Write birthdays using a word bank/ from memory [POS10/11]• Perform days/ months/ birthday songs [POS2/6]• Recognise, 'ie' and 'j' phonemes and pronounce accurately when modelled [POS7]	<p>Language and Structures:</p> <ul style="list-style-type: none">• ¿Cómo te llamas? / ¿Cómo se llama? / ¿Cómo se llaman? / ¿Qué tal?/¿Cómo estás? ¿Dónde vives? ¿Cuántos años tienes? ¿De qué color es? ¿Cuándo es tu cumpleaños?• Diez, veinte, treinta• Par, impar• ¿Cuántos... hay?• Escuchad, levantad la mano, bajad la mano, sentaos, levantaos, brazos cruzados, escribid, repetid (Y3 Aut 2)• ¿Cuántamente? (Y3 Aut 2), frente, bajo• Lunes, martes, miércoles, jueves, viernes, sábado, domingo• Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
<p>Phonemes:</p> <ul style="list-style-type: none">• ie and j <p>Grammar:</p> <ul style="list-style-type: none">• No capital letter for Spanish days/ months	<p>Resources:</p> <ul style="list-style-type: none">• Flashcards, swatters, coins/ jar for counting, mini whiteboards <p>Suggested songs:</p> <ul style="list-style-type: none">• Los días de la semana www.youtube.com/watch?v=C4fREj60Crk• La Macarena [months]• Los meses del año www.youtube.com/watch?v=IKznbHvPFwc

SAMPLE



Week	Learning Objectives	Suggested Activities	Language
1	<ul style="list-style-type: none"> Ask and answer familiar questions [name/ others' names/ feelings/ where you live/ age/colour] POS3 Respond correctly to instructions (Y3 Aut 2) [with more adverbs] POS1/12 Repeat and recognise days of the week POS1 Count to 20 independently (Y3 Aut 2) POS4 Read silently and recognise 1-10 in written word POS8 	<ul style="list-style-type: none"> Questions: Sing question tune whilst passing toy around the class. When the tune stops, pupil holding toy asks the question to another child Instructions: Repeat only if instruction matches action; 1v1 competitions-first to do correct action with adverb wins Days: Choral repetition: sector de la semana Counting 1-20: Ping-pong [teacher versus class/ in pairs]; colour objects/ pictures Written numbers: Repeat in different voices; slow reveal, emphasis on first/ last letter sounds; sing to Frère Jacques tune, with showing written numbers 	<ul style="list-style-type: none"> ¿Cómo te llamas? / ¿Cómo se llama? / ¿Cómo se llaman? / ¿Qué tal? / ¿Cómo estás? ¿Dónde vives? ¿Cuántos años tienes? ¿De qué color es? Escucha, mirad, silencio, levantad la mano, bajad la mano, sentaos, levantaos, brazos cruzados, escribid, repetid Rápido, lentamente, fuerte, bajo Lunes, martes, miércoles, jueves, viernes, sábado, domingo 1-20 Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez
2	<ul style="list-style-type: none"> Ask and answer familiar questions with a partner POS3 Join in with days of the week song POS2/6 Produce days of the week POS4 Repeat and recognise first 6 months of the year POS1 Recognise 'ie' and 'j' phonemes POS7 Read and show understanding of 1-10 POS8 	<ul style="list-style-type: none"> Questions: Mouth Q and Mouth A to identify; pupils repeat activity in pairs Days: Clapping pong; singing days song Identify missing day in song; state day that comes before and after a given day Months: Choral repetition: different voices Phoneme: Create phoneme page in exercise books Written numbers: Slam; reorder written numbers correctly [time trials]; read written number silently and write digit equivalent on whiteboards/ show on fingers 	<ul style="list-style-type: none"> ¿Cómo te llamas? / ¿Cómo se llama? / ¿Cómo se llaman? / ¿Qué tal? / ¿Cómo estás? ¿Dónde vives? ¿Cuántos años tienes? ¿De qué color es? Lunes, martes, miércoles, jueves, viernes, sábado, domingo Enero, febrero, marzo, abril, mayo, junio Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez



	<ul style="list-style-type: none">• Practise and perform familiar songs POS2/6• Say how many there are of something POS4• Recognise odd/ even numbers, 1-31 POS1	<p>letters: finish writing word being written on the board before the teacher</p> <ul style="list-style-type: none">• In groups practise songs to perform to the class [days/ La Macarena/ ¿Cuándo es tu cumpleaños?• Pupils estimate how many items there are in the classroom eg: pencils/ chairs etc• Numbers: Put hands on head if it is even, on hips if it is odd. Mini professional number out to the class instructed by teacher	<p>Lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p> <ul style="list-style-type: none">• ¿Cuántos/as ... hay? <p>Par, impar</p>
6	<ul style="list-style-type: none">• <u>Write own and others' birthdays using a word bank [activity 1] POS10</u>• <u>Write own and others' birthdays from memory [activity 2] POS11</u>• Join in with familiar words in a story POS6	<ul style="list-style-type: none">• <u>Activity 1: write birthdays [shown in numerals] in full sentences, using word bank</u>• <u>Activity 2: write birthdays [shown or shown in numerals] from memory</u> <p>Story: Los Sobres Sorpresivos</p>	<ul style="list-style-type: none">• Lunes, martes, miércoles, jueves, viernes, sábado, domingo• Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

SAMPLE

Modern Foreign Languages | Advisory Teachers

 mfl@si.liverpool.gov.uk

 [@MFL](#)

 [teams-mfl](#)

Toxteth Annexe, Aigburth Road. Liverpool, L17 7BN
0151 233 3901 | sil@si.liverpool.gov.uk | www.SIL-Limited.co.uk