

Scheme of Work

Year 5 and Year 6

Spanish

Published by:



Happy Language Learning

Written by:

Rachel Redfearn

wakefield

City of Wakefield Metropolitan District Council

Scheme of work – Year 5 and Year 6

Spanish

“This scheme of work has been written and coordinated throughout by Rachel Redfearn, MFL Adviser for Wakefield LA. I teamed up with Rachel to develop the scheme further for publication and Rachel continued to train and support teachers in 88 Wakefield schools. Following the successful feedback we received from teachers using the French Schemes for years 3, 4, 5 and 6, and together with Spanish consultants, we are now proud to publish these new quality materials. Working with Rachel is a privilege. Her skills, dedication and determination are second to none. I know Primary schools will enjoy teaching Spanish language to their pupils using this excellent material.”

Colette Leclercq-Hallam

Founder, La Jolie Ronde

Included in the scheme:

- Detailed lesson notes
- CD of resources including resources for use with the interactive whiteboard
- 2 CDs of sound files for language support
- CD of songs (Canta en español 2)

First Edition 2008 – Second Edition 2010

© Copyright La Jolie Ronde Ltd 2008

Published by La Jolie Ronde Ltd. 43 Long Acre, Bingham NG13 8AG UK
Tel: 01949 839715 email: info@lajolieronde.co.uk www.lajolieronde.co.uk

Graphic Design: Crisp Design www.crisp-design.co.uk

Illustrations: Ian Ward

Readers and singers: Virginia Pérez Márquez, Miguel Antonio Mateos Chatin, María José Rodríguez Vallejo, Yrema Bastida Meroño, Julio Sanmamed Otero and Eva Aguiriano-López

Studios: Paul Talbot, Engineer at Sherborne Sound

Original music: written and arranged by Michael Matthews

Recording copyright of Sound files © Copyright La Jolie Ronde Ltd 2008

Recording copyright of Canta en español 2 © La Jolie Ronde Ltd 2008

Acknowledgments

The author would like to thank:

- Colette Hallam, Founder of La Jolie Ronde, for giving so freely of her time to provide high quality materials to accompany the scheme of work; for enthusiasm, dedication and patience
- Lucille Pritchard of La Jolie Ronde for working tirelessly on all resources, especially resources for use with the interactive whiteboard; for unfailing good humour, determination and for many hours of support
- John Parkin, Primary Strategy Manager, Wakefield LA, for his commitment to developing primary languages across the authority and his support for the schemes of work
- Barbara Harper of Prince Henry Language College, Otley, for working alongside me in preparing materials for Christmas lessons and also for many additional ideas and resources and much encouragement
- Françoise Hallam for the superb photos, in particular those of Christmas celebrations in Málaga
- Begoña Romero of Carleton High School, Wakefield, for additional photos and for linguistic expertise
- Gill Allen of Halfpenny Lane J&I School, Wakefield, for advice and support in trialling these materials
- Elodia Eccles, Head teacher of Southdale CE Junior School, Wakefield, for huge enthusiasm for these materials and much encouragement
- Primary teachers in Wakefield for their willingness to engage with the scheme and the training and for their enthusiasm for language teaching; thanks too to Leeds/Sheffield advisers and teachers who have worked alongside us in trialling these materials

All rights reserved. In all countries, no part of this publication or the accompanying recording may be resold, reproduced or transmitted in any form or by any means, or stored in a retrieval system of any nature without prior written permission from the copyright holder at the publisher's address. Application for permission for use of copyright material shall be made to the publisher. Full acknowledgement of author, publisher and source must be given. 'La Jolie Ronde' French for Children is the sole proprietor of the name 'La Jolie Ronde' in connection with language instructions, textbooks, recordings and language recordings throughout the world. The purchase or repurchase of this programme (Lesson notes and CDs) in no way entitles the purchaser or any other person to use the name 'La Jolie Ronde' in connection with the teaching of languages. The use of the name 'La Jolie Ronde' in such connection is hereby specifically prohibited unless formally authorised by contract with 'La Jolie Ronde'.

La Jolie Ronde is a registered Trade Mark.

Introduction

Welcome to the Year 5 and Year 6 Scheme of Work!

This scheme of work has been written in accordance with the Key Stage 2 Framework.

Each unit of work consists of:

- *Identified framework objectives taken from the strands of Oracy, Literacy and Intercultural Understanding*
- *References to Knowledge about Language and Language and Learning Strategies*
- *A topic area and suggested core vocabulary*
- *Suggested resources*
- *Detailed lesson notes*

Please note the following key points:

- *It is assumed that children beginning this scheme have had some prior learning of Spanish, either through the Wakefield Y3 & Y4 scheme or an alternative course. The overview which accompanies this scheme clearly indicates where language is being re-visited and it will be beneficial to children if they have already completed some work on specific topics e.g. greetings and introductions, numbers, family members. Please refer to the overview for further details.*
- *The Year 5 scheme has been written with a cross-curricular focus. The first term's work is linked to the Geography QCA unit of work: Should the High Street be closed to traffic? The second term is based on the Science QCA unit of work: Keeping Healthy; the third term covers points of the compass and weather conditions. During the past year teachers using the scheme have appreciated the opportunity to link work in Spanish with other areas of the curriculum.*
- *The Year 6 scheme has been written to reinforce much of the vocabulary and structures covered in previous years. New material in Year 6 includes a unit on House and Home, during which children have the opportunity to consider cultural differences in housing at home and abroad. During the final term of Year 6 the children have the opportunity to work collaboratively on a project involving internet research: Planning a holiday to a Spanish-speaking country. This culminates in a presentation on an aspect of culture.*
- *The lessons are divided into short sections to give maximum flexibility. Some schools may choose to deliver the programme in sessions of 30 minutes; others may opt for more frequent shorter periods of language learning.*
- *The scheme is entirely flexible and teachers will need to use their judgement as to the most appropriate activities for the children. It is not intended that teachers slavishly follow every activity in every lesson! The lesson notes are very detailed and are intended as a guide only and much of the material covered will depend upon the ability of the children and the time available for language learning.*

Finally, I hope that you and your Year 5 and Year 6 children enjoy working with this scheme and that you gain much satisfaction from their progress. Above all, I hope that they leave Key Stage 2 as skilled, confident and enthusiastic language learners, with the opportunity to have their prior learning recognised, celebrated and extended at Key Stage 3.

Rachel Redfearn

MFL Adviser

Wakefield LA

Year 5 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	<p>Hay + buildings on the high street :</p> <p>un mercado, una tienda, un supermercado, una oficina de correos, un banco, un café, una plaza, una tienda de ropa, una catedral</p>	<ul style="list-style-type: none"> • Make simple sentences and manipulate them by changing an element • Understand and use negatives • Recite a short text with accurate pronunciation • Appreciate similarities and differences between Spanish and English high streets
Lesson 2	<p>Directions A la izquierda, a la derecha, en el centro</p> <p>Revision of connectives – y, también</p> <p>Revision of adjectives – grande, pequeño</p>	<ul style="list-style-type: none"> • Identify the position of adjectives in a sentence • Memorise and present two or three sentences describing a high street • Manipulate language by changing an element in a sentence • Use a dictionary
Lesson 3	<p>Asking where places are ¿Hay? Está, en la esquina</p> <p>Pause words Bueno, pues, vamos a ver, sí</p>	<ul style="list-style-type: none"> • Take part in a simple conversation, asking for and giving directions • Know how to add expression and authenticity to a short dialogue • Understand key information from a short exchange
Lesson 4	<p>Revision of days of the week</p> <p>Times of day : Por la mañana, por la tarde, por la noche, a las diez, a las cuatro y media</p> <p>muy, bastante</p>	<ul style="list-style-type: none"> • Substitute quantifiers and adjectives in a sentence • Group positive/negative adjectives • Collect and record evidence about activity on the high street at certain times of day, and express it in Spanish • Recap pronunciation of ñ
Lesson 5	No new vocabulary	<ul style="list-style-type: none"> • Understand a short story containing familiar vocabulary • Write short sentences, substituting vocabulary in model sentences

Lessons	Content	Key skills and activities
Lesson 6	<p>Christmas theme</p> <p>Christmas vocabulary : Los Reyes Magos, La Nochebuena, La Nochevieja, Papá Noel</p> <p>La campana, las uvas, el reloj</p> <p>¡Feliz Año Nuevo !</p>	<ul style="list-style-type: none"> • Learn and join in singing a Christmas song • Reconstruct a short text by re-ordering phrases • Appreciate similarities and differences between Christmas celebrations in Spain and England
Lesson 7	<p>Christmas theme</p> <p>No new vocabulary</p>	<ul style="list-style-type: none"> • Use actions and mimes to aid memorisation • Make a traditional Spanish Christmas sweet • Perform a short Christmas play in Spanish to an audience
Lesson 8	<p>Revision of days of the week</p> <p>Revision of hobbies introduced in Y4</p> <p>Simple future tense Voy a...</p> <p>otra vez</p>	<ul style="list-style-type: none"> • Understand and express simple opinions • Use word cards to assemble short sentences, linking phrases with connectives • Integrate new language into previously learned language • Prepare a keep fit programme for the week ahead, using immediate future tense • Listen to a native speaker and understand more complex phrases and sentences
Lesson 9	<p>Revision of sports/hobbies vocabulary</p> <p>Revisions of numbers 0-20 + treinta, cuarenta, cincuenta</p>	<ul style="list-style-type: none"> • Join in a playground game, reciting Spanish with accurate pronunciation • Find words in a dictionary and check spellings • Recap pronunciation of rr and j
Lesson 10	<p>Revision of sports/hobbies vocabulary</p> <p>Revision of numbers 0-50</p> <p>Comparisons ...más que... ...more... than</p> <p>Revision of immediate future – voy a + verb</p>	<ul style="list-style-type: none"> • Investigate the effect of exercise on pulse rate • Understand more complex phrases, including comparisons • Contribute to a classroom display illustrating the relationship between exercise and pulse rate

Lessons	Content	Key skills and activities
Lesson 11	Revision of fruit from Y3 Food, including revision from Y3 - El pan, el arroz, la pasta, las patatas, el jamón, el pescado, el queso, el agua, el yogur, el chocolate, el helado, el pastel, las galletas, las patatas fritas, las patatas fritas de bolsa, las zanahorias, los guisantes, la ensalada	<ul style="list-style-type: none"> • Find words in a bi-lingual dictionary • Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate • Listen to and understand a native speaker expressing likes and dislikes
Lesson 12	Food items – as for lesson 11 Revision of connectives: y, pero, también	<ul style="list-style-type: none"> • Design a balanced meal, with foods labelled in Spanish • Extend basic sentences by using connectives • Use negatives • Express opinions in short, written sentences included in a Powerpoint presentation
Lesson 13	No new vocabulary	<ul style="list-style-type: none"> • Memorise and present a short rhyme • Recap pronunciation of rr and j • Investigate the similarities and differences between Spanish and English eating habits by looking at Spanish school lunch menus • Investigate and share strategies for learning new vocabulary
Lesson 14	Breakfast Cereales con leche, magdalenas, galletas María, chocolate con churros, un zumo de naranja ¿Quieres ? Quisiera...	<ul style="list-style-type: none"> • Consider different types of breakfast food at home and abroad • Develop accuracy in pronunciation and intonation • Use spoken language spontaneously during a breakfast role play
Lesson 15	Ingredients for a Spanish dessert : La leche, el azúcar, los huevos, el agua	<ul style="list-style-type: none"> • Watch and understand a demonstration in Spanish of the method of making a dessert • Participate in making a dessert • Order sentence cards to re-create the method • Write words and phrases using a reference

Lessons	Content	Key skills and activities
Lesson 16	<p>Revision of days of the week/months of the year</p> <p>Hoy es lunes 10 de octubre</p> <p>Weather: Hace frío, hace calor, hace buen tiempo, hace mal tiempo, hace sol, hace viento, hay niebla, está lloviendo, está nevando</p>	<ul style="list-style-type: none"> • Identify the date from an audio recording • Use short sentences to give a description of the weather • Look and listen for visual and aural clues in an audio recording • Recap pronunciation of letters c and ll in Spanish
Lesson 17	<p>Revisions of weather phrases</p> <p>Seasons : En otoño, en invierno, en primavera, en verano</p> <p>Extension Normalmente, en general</p>	<ul style="list-style-type: none"> • Use knowledge of pronunciation to make up a short rap using phrases for weather conditions • Use simple sentences to present a mini weather report in Spanish • Write two or more sentences describing the weather in each season in Spanish • Recognise similarities and differences between places; understand that the climate in Spain is very varied
Lesson 18	<p>Saying where you live Vivo en + town</p> <p>en el norte en el sur en el oeste en el este</p> <p>...de Inglaterra</p>	<ul style="list-style-type: none"> • Scan a more detailed text with unknown language for details • Re-order sentences to form a coherent paragraph
Lesson 19	No new vocabulary	<ul style="list-style-type: none"> • Understand that there are stereotypical images associated with countries • Consider key similarities and differences in daily life in the UK and Spain • Collect items which relate to our lifestyle • Investigate Spanish supermarket websites to find out in what ways they differ from English supermarkets
Lesson 20	No new vocabulary	<ul style="list-style-type: none"> • Take part in a quiz which revises many topics and skills learnt during the year.

Links with Asset Languages

It is envisaged that some primary schools will wish to accredit the achievements of their learners using OCR's Asset Languages. For this reason, the schemes of work in all years contain material required to cover the requirement for Breakthrough Level External Assessment. For your information, the following lists taken from the Breakthrough Level Teacher's Handbook match the content of Asset Languages to each year of the Wakefield scheme.

Language purposes and functions:

Counting and using numbers	Y5
Talking about the weather	Y5
Talking about food	Y5
Following and giving simple instructions	Y5
Expressing thanks	Y5
Saying what day or month it is	Y5
Describing some simple objects – colour, size	Y5
Expressing likes/dislikes	Y5, Y6
Giving information about an everyday activity – food	Y5, Y6
Expressing opinions	Y6
Offering	Y5

Vocabulary topic areas:

Basic prepositions of place	Y5, Y6
Classroom objects	Y6
Clothes	Y6
Common adjectives, e.g. big, small	Y5, Y6
Family	Y6
Food and drink	Y5
Furniture and other household objects	Y6
Leisure and holidays	Y6
Methods of communication – post, fax	Y6
Names of occupations	Y6
Names of sports	Y5
Places: shops, cinema, park, beach etc.	Y5, Y6
The home	Y6
Time, including months and days	Y5
Ways of travelling	Y6
Weather	Y5, Y6
Classroom instructions	Y6
Greetings	Y6
Letters of the alphabet	Y6

Resources

Each lesson clearly lists resources required. The majority are included in the pack.

- For Christmas activities, you will need: El cuento de los Reyes Magos (bien contado).
Authors – Dominique Jorand, Pablo Rulfo – Thule Ediciones.
Young Europeans Bookstore
ISBN: 84-933734-5-1
Tel: 0207 836 6667
- For songs and poems Canta en español 1 (already available with Years 3 & 4)
La Jolie Ronde Ltd Tel: 01949 839715 www.lajolieronde.co.uk

Further recommended resources, but not essential:

Video/DVD material from: Early Start Pack 2

Ilsa Rowe and Ian Killberry

Early Start Languages Tel/Fax: 01304 362569 www.earlystart.co.uk

Key to all the symbols



This symbol denotes when to use the Resource File CD.
The circled number denotes the lesson.



This symbol denotes when to play the Sound File CD.
The circled number denotes the track.



This symbol denotes when to play Canta en español 2 CD.
The circled number denotes the track.



This symbol denotes when activities for the interactive whiteboard are available.
The circled number denotes the lesson. Some of the games require Microsoft PowerPoint version 2002 or later.

Websites: All sites were legitimate and thoroughly checked prior to publication. La Jolie Ronde Ltd can accept no responsibility for any changes since that time.

Lesson One, Year 5

4 x 15 minutes

Lesson theme The High Street

Learning Outcomes

- Recite a short text with accurate pronunciation
- Say what buildings can be found on the high street
- Recognise similarities and differences in the high street, at home and in Spain

Framework Objectives

Literacy

L5.2: Make simple sentences and short texts

Intercultural Understanding

IU5.2: Recognise similarities and differences between places



Core Vocabulary

hay	there is
un mercado	a market
una tienda	a shop
un supermercado	a supermarket
una oficina de correos	a post office
un banco	a bank
un café	a café
una plaza	town square
una tienda de ropa	a clothes shop
una catedral	a cathedral

Resources



- OHT of rhyme – **Mi barba tiene tres pelos**
Images of the main street and interesting buildings in Spanish towns
Flashcards of buildings on the high street
Battleships grid
Text cards to accompany flashcards
Cards for human sentence game
OHT with words of song: **En mi calle**



- Canta en español 2, Track 1: song:
En mi calle

- Bilingual dictionaries



- **Mi barba tiene tres pelos** rhyme
La calle mayor images
Un or Una
Battleship grids
Pronunciation
Translation
Transcript of song



Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence
- Understand and use negatives

Language and learning strategies

- Use actions and rhymes to aid memorisation
- Pronounce/read aloud unknown words

Part 1: 15 minutes

Teaching Sequence

Pupil Activity

Begin the lesson with an action rhyme, which will give children the opportunity to practise reading and pronouncing Spanish in an active and enjoyable way. The rhyme is just four lines long and is available on the sound file CD track 2.

RI Show the text on the OHP/ Whiteboard. Use the resource CD: 'OHT of rhyme – **Mi barba tiene tres pelos.**'

Introduce the rhyme to the children by performing actions and chanting the Spanish:



**Mi barba tiene tres pelos
Tres pelos tiene mi barba
Si no tuviera tres pelos
Ya no sería mi barba.**

(My beard has three hairs
Three hairs has my beard
And if it didn't have three hairs
It wouldn't be my beard.)

Actions:

- Touch your chin with three fingers on the word '**barba**'
- Show three fingers for the word '**tres**'
- Pull a strand of your own hair for the word '**pelos**'
- Wave your index finger to demonstrate the negative

Demonstrate this twice for the children and try to increase the pace second time round.

Children are introduced to a short Spanish rhyme. They follow the text as it is read and repeat lines after the teacher, performing actions at the same time.

Children's attention is drawn to specific words in the rhyme and they recognise the use of the verb '**tiene**'. Children recognise the use of the word '**no**' in a negative sentence.

Part 1: 15 minutes (continued)

Teaching Sequence

Pupil Activity



Ask the children if they can spot a number in the text (**tres**). Next, ask them to guess the meaning of **barba** (beard) and **pelos** (hairs) through the actions that you give. Ask the children if they can guess the meaning of the word '**tiene**' (it has or he/she has). This is a very useful word from a high-frequency verb and you could perhaps link it to '**tengo**' (I have) which the children have used in both Y3 and Y4 in simple sentences – eg. **Tengo un gato** (I have a cat.) Finally, remind the children of the use of the word '**no**' in front of verbs to make a sentence negative. If the children want a translation of the rhyme you can explain it to them.

Take some time now to practise reading the rhyme with the children with the actions. You could either sing the words or chant. Explain to the children that the aim of this 'game' is to recite the rhyme very quickly without mixing up the actions!

Next, give the children time to practise saying the rhyme in pairs or groups and after a few minutes invite groups to present their work. Challenge the children to read it through without making any errors. If the children are very good at doing this, you could make it more exciting and challenging to time them saying the piece.

Children work collaboratively in pairs or groups to practise saying the rhyme aloud with actions as they read it. They enjoy practising the rhyme and enjoy the challenge of performing it to others in the class.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

The purpose of this session is to raise children's awareness of the nature of a typical 'High Street' in the UK, and the similarities and differences between cities, large towns and smaller towns. This can then lead on to discussion of the types of buildings/shops on a Spanish main street – '**La calle mayor**'.



Firstly, ask the children to consider/write down the types of buildings and shops on a typical 'High Street' in a large town/city. (This may be something the children have encountered/will encounter in Geography this year). They could discuss this in pairs and write a list to share in their group.

Collect answers from the children. There can be lots of discussion here around services provided in the town centre/cost and use of land/chain stores/similarities between high streets in cities around the country.

You may like to take time here to discuss how a high street in a small market town may look. Can the children think what may be different?

Following on from this discussion, you may want to set children the task of sketching a plan of the local high street as an out of school activity. This will help prepare the children for later activities.



Next, show the children some images of the high street and interesting buildings in Spanish cities. Show each of the images in turn and then allow children to work in pairs again to discuss any similarities/differences.

Children work in pairs to discuss the buildings/shops they would find in the high street of their town.

Children's attention is drawn to key features of the high street, as considered appropriate and relevant by the teacher.

Children consider how the main street varies according to the size of the town.

Children have the opportunity to look at images of main streets in Spanish towns and cities.

Part 2: 15 minutes (continued)

Teaching Sequence

Pupil Activity

As you collect answers from the class, draw the children's attention to the following:

- the town square
- fewer chain stores in Spain
- pavement cafés

When using the photos provided for use with the IWB, teachers might choose to highlight the following to children:

- The number of pavement cafés and the link with the climate in Spain
- The appearance of the buildings and the typically Spanish balconies
- The look of the buses as compared to buses in the children's home town; the similarities/differences between the clothes that young people are wearing in the photos
- Decorations in the trees, probably there due to a local festival. Mention how festivals are very popular in Spain and each town has their own specific festival often linked to religious dates
- The appearance of the traffic lights
- The car registration plates
- Cars driving on the right
- Street signs – can children recognise any place names?
- Cobbled streets in older towns and the appearance of older buildings. Do the churches look similar to those in the UK? What are the similarities and differences?

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Ask children to recall a key item of vocabulary introduced in an earlier session – There is/there are = **Hay**

Children's attention is drawn to a key item of vocabulary.



Using flashcards introduce the vocabulary for buildings in the town centre. This will be expanded in future lessons to include more places in the town. Begin by showing the children the flashcards for:

un mercado

un supermercado (small image of shop with trolley)

una oficina de correos

(small image of shop with letters)

un banco (small image of shop with money)

un café

una plaza

Children learn seven words for places/buildings on the high street. They play memory games to help them learn the new words and imitate the pronunciation of the teacher as they echo the words.

Some of these words are fairly similar to their English translations. Introduce the words gradually with lots of repetition and reinforcement.

Add **una tienda** to the list and then play some games to help children learn the new vocabulary:

- remove one flashcard from the set and hold up the others. Can children identify the missing card?
- place a stencil with a hole in front of flashcards. Can children identify in Spanish the picture hidden behind the stencil?
- say three of the words learned. Challenge children to say the remaining three.

All of these games can, of course, be adapted for use with the IWB or OHP.

Part 3: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Finally, to reinforce the new vocabulary and also to revise letters of the alphabet, and numbers, play a type of Battleships game with the class.

Children revise letters of the alphabet and numbers as they use the co-ordinates of a grid to play a Battleships game with the teacher.



1 Show the children a grid on OHP/board/IWB.

1					
2					
3					
4					
5					
	A	B	C	D	E

Explain that you have hidden six places/buildings and invite the children to guess where they are e.g. A2. If the guess is incorrect, display a cross in the square.

If it is correct display a symbol for the place e.g. envelope for post office, euro sign for bank and state the Spanish word. Challenge the children to find all 7 places in a given time limit.



1 If time, a song can be played at the discretion of the teacher: **En mi calle**, Track 1 from *Canta en español 2*. The lyrics of the song are available on the resource CD. The song helps to practise vocabulary introduced in this lesson.



NOTES:



Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Recall the vocabulary from last session with the children and display the flashcards.



Invite children to come to the front of the class and label the flashcards with the corresponding text cards.

Next show the children different types of shop, which may be useful for town plans:
una tienda de ropa – clothes shop
un supermercado – supermarket



Play a human sentence game. Distribute text cards (one per sheet of A4 – landscape) amongst the children. The cards form the sentence:

En la calle mayor hay un supermercado grande, cinco tiendas de ropa, un banco, y dos cafés.



As you read the sentence each child holding a card must come to the front and stand in line. When the sentence is complete, read it several times aloud with the children. Then invite the child holding the word “**banco**” to turn the card around so it cannot be seen. Read the sentence again with children substituting “**banco**” into the sentence from memory. Repeat this activity until most of the words have disappeared with children able to recall nearly all of the sentence from memory.

Following this activity, display the cards forming the sentence in the room as this will provide a model for children’s written work.

Children match text cards with pictures of vocabulary. Their attention is drawn to the spelling of the words as they practise reading them aloud. They focus on familiar letter strings and recall other Spanish words with the same sounds.

Children are introduced to three types of shop which may be useful for their plan of the high street.

Children play a game whereby they focus on forming a sentence in Spanish to describe the buildings on the high street. The memory game helps them to learn the structure. They use this as a model for subsequent written work.

Part 4: 15 minutes (continued)

Teaching Sequence

Children can now begin work on their plan of the high street. Their task is to sketch the road and some of the buildings, to label the buildings in Spanish and to write a sentence stating which buildings can be found there, using the model provided from the earlier activity.

Pupil Activity

Children begin work on their plan of the high street which they will label in Spanish. They are encouraged to spell correctly and to refer to words displayed around the classroom. They use dictionaries to find words which they need to complete their plan. They write a simple sentence to accompany their work and can refer to a model for support as necessary.

NOTES:

Lesson Two, Year 5

1 x 20 minutes; 1 x 15 minutes; 1 x 30 minutes

Lesson theme The High Street

Learning Outcomes

- Identify the position of adjectives in a sentence
- Understand the function of words in a sentence
- Memorise and present two or three sentences describing the high street

Framework Objectives

Oracy

O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.2: Make simple sentences and short texts

5

Core Vocabulary

As for lesson 1 plus:

y	and
pequeño	small
también	also
grande	big

a la izquierda	on the left
a la derecha	on the right
en el centro	in the middle

Resources

- 
 • Jumbled up sentences game cards
 Text cards **a la izquierda, a la derecha, en el centro**
 OHT with words of song: **A la izquierda, a la derecha**
- 
 • Canta en español 2, Track 2, action song: **A la izquierda, a la derecha**
- 
 • Key vocabulary
 Pass the parcel
 Positioning of adjectives
 Constructing sentences
 Positioning of también
 Transcript of song



Knowledge about language

- Manipulate language by changing an element in a sentence
- Recognise patterns in simple sentences
- Apply knowledge of rules when building sentences

Language and learning strategies

- Apply grammatical knowledge to make sentences
- Practise new language with a friend and outside the classroom
- Use a dictionary or word list

Part I: 20 minutes

Teaching Sequence

Allow children the time to complete their plan of the high street with Spanish labels and sentence describing what can be found there. They will extend this sentence with adjectives and prepositions as this lesson progresses.

Pupil Activity

Children complete a plan of the town which they began last lesson.

NOTES:



Part 2: 15 minutes

Teaching Sequence

Pupil Activity



2 Play a 'Pass the Parcel' sentence game. Give groups of children a set of cards which they must shuffle and place face down on the table. Play a Spanish song and ask the children to pass an object around the group while the music plays. When the music stops the child holding the object selects a card, says it in Spanish and places it face up on the table. The activity continues until all the cards have been turned over. The groups must now attempt to place the word cards in the correct order to form the sentence:



6 “En la calle mayor hay un supermercado grande y un café pequeño.”

The cards have been colour coded so that:
prepositions are red
articles are purple
nouns are blue
adjectives are green
verbs are orange
connectives are yellow

Study the colours of the words with the children and discuss all the components and the colours. Encourage the children to explain the colour coding to you. Focus the children's attention on the adjective. Do they notice anything? Discuss the position of the adjective and remind the children that normally adjectives in Spanish follow the noun:

e.g., **Un gato negro**

Finally, show the children another connective which they may recall from Year 4.



5 **también** – also

Ask children to add this to the sentence. It could sit after the word 'y' or at the end of the sentence.

Children play a familiar game as they listen to a Spanish song. They attempt to re-assemble a sentence using colour coded word cards.

Afterwards they discuss the correct answer with the teacher and then focus on the position of the adjectives in relation to the noun. They recall a previously learned rule.

Children also focus on all the colours used for each component of the sentence and identify the different parts of the sentence.

Children revise an item of vocabulary – **también** and attempt to extend the sentence by adding this connective.

Teaching Sequence

Pupil Activity



Introduce three new terms of vocabulary.

- a la izquierda** – on the left
- a la derecha** – on the right
- en el centro** – in the middle

If space allows, it is probably a good idea to introduce these phrases in an active way. You could use a hall or playground and demonstrate to the children the meaning of the prepositions by dividing the children into groups in circles. As you say **a la izquierda** – children must step to the left; **a la derecha** to the right and **al centro** – into the middle. You can increase the challenge of this by adding numbers e.g.:

- 5 pasos a la izquierda** = 5 steps to the left
- 5 pasos a la derecha** = 5 steps to the right
- 2 pasos al centro** = 2 steps into the middle.

The children can chorus the structures after you to help them memorise the Spanish.

Alternatively, and to be used at the teacher's discretion, there is an action song on *Canta en español 2*, Track 2: **A la izquierda, a la derecha**. The lyrics are available on the resource CD.



Following on from this activity, display the written words for the children to study. Next, demonstrate how they can be used to extend the previous sentence e.g.:

En la calle mayor hay un café pequeño a la izquierda y un supermercado grande a la derecha. En el centro hay una plaza. Underline words in the sentence which can be substituted easily and play with the sentence for a few minutes, extending it if you feel the children could cope with the challenge.

Children hear three new items of vocabulary and are able to move around the room as they practise saying the new phrases. They listen carefully to the instructions given by the teacher and respond accordingly, revising numbers as they do so.

Children focus on the written expressions of the prepositions they have practised. They note the spellings and practise saying the words as they read them.

Children practise substituting elements of the sentence, swapping nouns and adjectives.

Parts 3 & 4: 30 minutes (continued)**Teaching Sequence**

Now the children will work on a mini presentation which they may deliver orally to the rest of the class. This could be between one and three sentences long and may be a very simple sentence or a more complex sentence using adjectives and connectives.

There are several possibilities for this task:

- Children hold up a plan or flashcard and speak in front of the class or group.
- Children record themselves speaking in Spanish
- Children work in pairs and present a sentence each to another group.

(In subsequent lessons children will consider other adjectives to describe the high street, such as noisy/calm, and may then work on a fuller presentation to deliver using PowerPoint).

Pupil Activity

Children work either individually or in pairs to prepare a sentence/sentences to deliver to groups of children.

Lesson Three, Year 5

2 × 15 minutes; 1 × 30 minutes

Lesson theme The High Street: Asking for places and understanding basic directions

Learning Outcomes

- Understand key information from a short exchange
- Be able to ask for a place in Spanish
- Be able to give basic directions in Spanish
- Take part in a simple conversation
- Know how to add expression and authenticity to a short dialogue

Framework Objectives

Oracy

- 5.1: Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts
- 5.3: Listen attentively and understand more complex phrases and sentences

Literacy

- L5.2: Make simple sentences and short texts

Core Vocabulary

¿Hay?	Is there?
aquí	here
está	it is
en la esquina	on the corner

(pause words for dialogue)

bueno, mmm; pues, vamos a ver; sí
well, mmm; well, let's see; yes

Resources



- OHT of places in the town with letters missing
- OHT of places in the town
- Flashcards of buildings on the high street
- Text cards for keyword activity **está, en la esquina**
- OHT with transcript of listening exercise
- Cut up strips of card for conversation re-ordering activity
- OHT with model conversation



- Mini whiteboards
- Key vocabulary
- Pause words
- Use of **Está**
- Use of **¿Hay/hay aquí?**
- Answering questions
- Model conversation
- Complete the names of places



Knowledge about language

- Manipulate language by changing an element in a sentence
- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Integrate new language into previously learnt language
- Practise new language with a friend and outside the classroom

Teaching Sequence

Pupil Activity



Begin this session by revising the seven place names introduced in lesson one:
un mercado – a market; **una tienda** – a shop; **un supermercado** – a supermarket;
un oficina de correos – a post office;
un banco – a bank; **un café** – a café; **una plaza** – a town square

(If the children are familiar with these words, you could extend with **una catedral** – a cathedral and **una tienda de ropa** – clothes shop)



Use all the techniques introduced in previous lessons for practising and revising those words. You may also want to use the flashcards and the OHT available on the resource CD: 'flashcards of buildings on the high street' and 'OHT of places in the town'.



Show the children the words written on the OHT with letters blanked out and challenge the children to write the words correctly on mini whiteboards/paper.



Following on from the recap of places, practise the directions again with the children. You could repeat the activity used last lesson or simply ask children to stand and turn to the left or right as you call '¡A la izquierda/A la derecha!'



Next show the word **Está** on card. Ask the children to give you the meaning and give examples of how it is used:

Está a la izquierda
Está a la derecha
Está en el centro
Está en la esquina

It's on the left/right/in the middle/on the corner.

Children revise place names introduced in an earlier lesson. They repeat words and play some memory games.

Children study the words on OHT and attempt to substitute the missing letters.

Children recall and practise directions introduced last session. They move in response to the direction stated by the teacher.

Children focus on the key word **Está** which they have met in Y3 and Y4.

Part 1: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Now the children can attempt a listening activity in pairs. Give each pair a mini whiteboard and ask the children to listen to you reading out a short conversation. The children should try to note in Spanish or English

Children work in pairs to identify key words from a dialogue read by the teacher. They record their answers on mini whiteboards.

- i) where the person wants to go
- ii) where it is



The dialogues are written here, and also provided on the resource CD: 'OHT with transcript of listening exercise'. You can also play the sound CD, Track 8).



- 1 ¡Hola!
¿Hay un banco por aquí?
Sí, a la izquierda
¡Gracias!
- 2 ¡Hola!
¿Hay un café por aquí?
Sí, a la derecha
Gracias. ¡Adiós!
- 3 ¡Hola!
¿Hay un supermercado por aquí?
Sí, está en la esquina
Gracias. ¡Adiós!

Check answers with the children. This will be their first attempt at a listening activity of this type, and it is probably a good idea to praise their achievements and emphasise how well they have managed to pick out key information. Listening activities can sometimes seem very threatening!

To complete this session, hold up two text cards with new key words:



- | | |
|----------------------|---------------|
| está | it is |
| en la esquina | on the corner |

Give the children practice in reading the words aloud.

Children read the two expressions introduced in this session and practise reading them aloud with accurate pronunciation.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Begin this session with a warm up activity. Children can practise again the short rhyme – **Mi barba tiene tres pelos** – which they learned in lesson one. Show the words once again on OHT.



To give the children practice in assembling a short conversation, give out envelopes containing lines from a conversation for children to re-order



in pairs. Use the resource CD: 'Cut up strips of cards for conversation re-ordering activity'. Different colours are used for the text for each speaker to help the children organise the strips of card. After children have attempted the



activity, show a copy on OHT and read it aloud. Use resource CD: 'OHT with model conversation'.



You can play the sound CD, Track 9. Then give children two minutes to practise reading the conversation with a partner. This will be extended in the next part of the lesson.

Children read again the short rhyme and enjoy saying it as quickly as possible with accompanying actions.

Children work in pairs to re-order a familiar conversation. The colour coding of the text helps them differentiate between speakers. They focus on the correct version displayed by the teacher and then practise reading the conversation in pairs.

**NOTES:**

Teaching Sequence

Pupil Activity

Ask the children questions on any subject in English. As they answer you, note down the 'pause' word/expressions they use – erm, err, mmm, well etc.

After a couple of minutes record these words and expressions on the board for children to see. Ask them what they mean. This can lead into a discussion about how we use language and how we give ourselves 'thinking time' during a conversation as we use these words.

Explain to the children that Spanish people do the same thing!

Show the children the following expressions:



pues – well
bueno – well
mmm – mmm
vamos a ver – let's see
sí – yes

Demonstrate to the children how easy it is to slot these words into a sentence in Spanish. Use the conversation which the children re-ordered last session as a starting point.

As you read the conversation add two or three of the expressions.

Discuss with the children how nice it is to really try and sound Spanish. Show the children how you lift your voice as you ask the question: **¿Hay un café por aquí?** (Children should be familiar with this from Years 3 and 4).

Individual children respond to the teacher's questions in English.

Children consider the use of English and stalling strategies that we use in everyday speech. They recognise that this is also a feature of other languages and are introduced to some Spanish expressions, commonly used as 'pause' words.

Children consider the importance of speaking with accurate pronunciation and authentic expression. They enjoy copying the teacher's intonation.

Parts 3 & 4: 30 minutes (continued)

Teaching Sequence

Demonstrate the conversation again and then set the children a task: Children should practise a short conversation – very similar to the model – to present to the class. To add enjoyment, this role play could be recorded for children to watch afterwards. Emphasise to the children the need to:

- speak audibly and clearly.
- pronounce the words correctly.
- raise their voices for a question.
- add pause words.

(More able children may also like to include other elements of previously learned language e.g. asking how someone is: **¿Qué tal?** You may also choose to teach **Perdón** as an alternative to **Hola** to start the conversation).



NOTES:



Pupil Activity

Children work in pairs to produce a short conversation which may be recorded. Key points are emphasised to the children before they begin preparing their work. They use a conversation as a model but substitute alternative places and directions. They attempt to add 'pause' words and more able children may choose to extend the conversation with language they have learned in Years 3 and 4.

Lesson Four, Year 5

4 x 15 minutes

Lesson theme The High Street: What is it like?

Learning Outcomes

- Appreciate how activity on the high street changes at different times, and be able to express this in Spanish
- Substitute adjectives and quantifiers into a sentence
- Collect and record evidence and express it in simple terms in Spanish

Framework Objectives

Oracy

O5.2: Understand and express simple opinions

Literacy

L5.3: Write words, phrases and short sentences, using a reference

11

Core Vocabulary

(revision of days of the week)

por la mañana	in the morning
por la tarde	in the afternoon/ evening
por la noche	at night
a las diez	at 10 o'clock
a las cuatro y media	at half past four
muy	very
bastante	quite

Resources

- 
 - OHT with clocks and times
 - Matching up clocks and times
 - Grid to complete with times and adjectives
 - Letter cards
 - Flashcards of parts of the day
 - Flashcards of activities on the street
 - OHT phrases for Part 1
 - OHT phrases for Part 2
 - Text cards with adjectives
 - OHT with words of songs: **¿Qué hora es?**
 - El lunes por la mañana**
- 
 - Canta en español 2, Track 3, song: **¿Qué hora es?** Track 4, song: **El lunes por la mañana**
- Bilingual dictionaries
- 
 - Days of the week
 - Key vocabulary: time of day (1&2)
 - Endings 'o', 'a' and 'e'
 - At what time...? (o'clock & half past)
 - Adjectives games
 - Transcript of songs

Knowledge about language

- Recognise patterns and simple sentences
- Manipulate language by changing an element in a sentence

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Apply grammatical knowledge to make sentences



Teaching Sequence**Pupil Activity**

Explain the context of this lesson to the children: they are going to consider (and possibly conduct) a survey of the high street and report on how it looks at different times of the week. In order to do this, they will need to be able to express different times of the day in Spanish.

Children understand the context of the lesson.

Start by recalling the days of the week using a song which can be used without additional music or accompaniment. The tune will be familiar to the children and, as they have already encountered the days of the week in Y3 and Y4, they will quickly join in. The song is simply a list of the days:

Children enjoy singing the days of the week to a familiar tune and revise vocabulary covered in earlier years.



Lunes
Martes
Miércoles
Jueves, jueves

Lunes
Martes
Miércoles
Jueves, viernes

Sábado domingo
Sábado, domingo

Lunes
Martes
Miércoles
Jueves, viernes

Listen to the sound file, Track 12, to hear the tune.

Individual children attempt to write the days of the week from memory.

After singing the song several times, invite a volunteer to write a day of the week in Spanish on the board. Continue the activity inviting different children to attempt to write the days until they are all written accurately.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Introduce the Spanish for morning, afternoon/evening and night time:

mañana

tarde

noche

Note: **tarde** has two meanings: afternoon and evening.

Three new vocabulary items are introduced and the children listen carefully to identify the number of syllables in each. Their attention is drawn to the use of the accent on the **n** in **mañana** which changes the sound from **n** to **ny**.



Refer to the sound CD, Track 11. Write the words on the board and then clap the syllables in each. Invite the children to guess which word you are clapping.

Explain to the children the meaning of each word. Then draw the children's attention to the accent on the letter **n**. This changes the pronunciation of the letter to a sound similar to **ny**. **España** and **español** are other good examples of its use and effect on pronunciation. Allow the children to spend five minutes looking in the dictionary to find other words with the same accent. They should write the words as they find them and then try to work out how to pronounce them. Before children begin working with the dictionaries, remind them once more of the two halves to the dictionary and the use of head words. (The children have used dictionaries in Y3 and Y4). You can then collect some of the words on the board and discuss as a class how they are each pronounced and how the 'ñ' is pronounced.

Children look in the dictionary to find other words with the accent over the letter **n**. They write down any they find, consider the pronunciation of the word, and then discuss this during a plenary session.



Next, display the following two phrases and give children a minute to discuss in pairs what they think the phrases could mean. See resource CD: 'OHT phrases for Part I'

Children are introduced to the phrases describing times of the day. They practise forming similar phrases in pairs.

El lunes por la mañana
(Monday morning)

El sábado por la tarde
(Saturday evening)

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity

You could give additional practice in using these structures by translating phrases with the children and then giving the children time to form and translate phrases in pairs.



Coloured flashcards are available on the resource CD.

NOTES:



Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Show a phrase on the whiteboard/OHP.

Children study a phrase and consider its meaning in pairs.



'El sábado por la mañana a las diez.'
(Saturday morning at 10 o'clock)

Give the children one minute to discuss in pairs/groups what it might mean. Give another example to the children.



'El viernes por la tarde a las cuatro'
(Friday afternoon at 4 o'clock)

See resource CD: 'OHT phrases for part 2'.



Again, give the children some time to consider the meaning. You could also encourage the children to practise reading the phrase in Spanish too.



Take answers from the group and then show clock faces on the OHP (See resource CD: OHT with clocks and times) or whiteboard. Ask the children to work out the time (e.g. **a las tres**) before revealing it in words for each clock.

Children look at times displayed on the board and work out the Spanish equivalent before it is displayed in words.

If you feel the children could learn half past the hour easily, include some times with 'half past' in a matching activity which could be done either on pieces of card, OHT or IWB. See resource CD:



'Matching up clocks and times). Here the children must match up the image on the clock with the corresponding Spanish phrase.

Children match up times in English and Spanish. More able children are also introduced to the Spanish for half past e.g. **A las diez y media** (at half past 10).

Finally, explain to the children that they will need to use a time phrase when discussing activity in the high street.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Children will work in pairs during this section of the lesson and will need access to a bilingual dictionary.



Use: 'Text cards with adjectives in Spanish' from the resource CD. Explain to the children what is meant by positive and negative and then ask the children to work in pairs and list adjectives under two columns – positive and negative. They can refer to the dictionaries to check meanings. More able children may also choose to extend the list by researching and finding other possibilities in the dictionary. The words to display are:



animado (lively)
tranquilo (calm)
limpio (clean)
sucio (dirty)

NB. This is the masculine form of each adjective. To use the adjective with a feminine noun, the final **o** changes to **a**. When talking about the high street, you will be using a feminine noun – **la calle**.

When the children have completed this task, explain to them that they now have to consider adjectives to describe the high street at certain times of the day and on different days of the week.



Note that a set of coloured flashcards is available on the resource CD.

Children understand the difference between positive and negative and then work in pairs to list the adjectives displayed on the board into two columns. They refer to the dictionary to check meanings (and to find additional adjectives to add to each column, if time allows).

Part 3: 15 minutes (continued)

Teaching Sequence

Pupil Activity



They can complete the chart provided on the resource CD, (see: 'Grid to complete with times and adjectives') by using quantifiers (**muy** – very; **bastante** – quite). Children may work in pairs again when completing this activity. e.g.

Children revise two quantifiers introduced in Y3 and then work in pairs to complete a grid, giving their opinions about activity on the high street at different times.



¿Cuándo?	¿Cómo?
El lunes por la mañana a las 10	Bastante tranquila
El viernes por la mañana a las 4	Muy tranquila, limpia
El sábado por la tarde a las 3	Animada, sucia

You may choose to give children an investigative task to complete before next session, relating to the high street at different times. In this way, the children can notice the volume of traffic etc at certain times (over the weekend, for example).

NOTES:



Part 4: 15 minutes

Teaching Sequence



To revise adjectives and quantifiers which the children worked with during the last session, give the children a set of letter cards provided on the resource CD. Children will work in groups of four for this activity so you will need approximately 8 sets. Each set of letter cards contains the letters needed to form the following:

Animado, sucio, tranquilo, limpio, muy, bastante

Without reference to written words from last session, challenge the groups to form as many adjectives as they can from last lesson with the letters provided. (You can adapt the activity if necessary by providing support sheets of vocabulary or English prompts).

When the groups have finished forming the words, check that they can read each word with accurate pronunciation and that they can recall the English meaning.

Continue this session revising time phrases (e.g., **El lunes por la mañana**). You could do this by simply asking children to translate your Spanish phrases or by asking the children to work in pairs with one child giving Spanish time phrases and the other translating e.g.:

El lunes por la tarde – Monday evening

El miércoles por la mañana –
Wednesday morning

A las siete – at 7 o'clock etc

Children can swap over after one minute and then some could present their work.

Pupil Activity

Children work in groups of four. They use individual letter cards to form adjectives introduced last session.

They will work collectively to try and recall all the vocabulary and aim to form the words with accurate spelling.

Children practise reading and pronouncing the words accurately.

Children revise time phrases introduced last session. They listen to the teacher and translate phrases from Spanish to English. Some children may work in pairs and take it in turns to form phrases/translate phrases. They may present their oral work to the rest of the class.

Part 4: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Finally, refer back to the discussion on the high street at different times. If the children conducted a survey, you could question them on their findings.



T. – **El sábado por la mañana a las nueve, ¿Cómo está la calle mayor?**

P. – **Bastante tranquila**

T. – **¿Y el sábado por la tarde a las tres?**

P. – **Muy animada**



Two songs from *Canta en español 2*: **¿Qué hora es?**, Track 3 and **El lunes por la mañana**, Track 4 are provided for this lesson purely for practising known vocabulary and for fun. They are not prescriptive and are to be used at the entire discretion of the teachers. The songs could be used at the end of this lesson or the following one, lesson 5.



Both have their lyrics on the resource CD.

NOTES:

Lesson Five, Year 5

2 x 30 minutes

Lesson theme A short story: **El pequeño Tomás**

Learning Outcomes

- Understand a short story containing familiar vocabulary
- Match text and pictures from the story
- Write short phrases to accompany display work

Framework Objectives

Oracy

O5.2: Understand and express simple opinions

O5.3: Listen attentively and understand more complex phrases and sentences

Literacy

L5.1: Reread frequently a variety of short texts

L5.3: Write words, phrases and short sentences, using a reference

Core Vocabulary

No new vocabulary – much familiar vocabulary is re-visited in the short story

Resources



- PPT of short story – **El pequeño Tomás**
- Text cards and picture cards
- Transcript of the story
- Translation of story
- OHT – sentences to support display work



Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence

Language and learning strategies

- Integrate new language into previously learnt language

Teaching Sequence



Begin this session by reading a short story in Spanish. The story can be found in a Power point file included in the resources for this lesson. The story tells the tale of a little boy who doesn't want to go shopping with his mother. A translation of the text is available for teacher support on the resources CD and a recording is available for use on the sound file.



Read the story to the children. As there are many repeated phrases in the text, you may encourage the children to join in with you as you reach the later stages. Equally, you could encourage the children to guess the ending of the sentence or finish the sentence for you.

Discuss the events of the story with the children in English. What happens? How does little Thomas feel at different points etc.? What happens at the end? Ask a few questions to be sure that they have a fair understanding of the text.

Next, read the story through once more, asking the children to listen and raise their hands when they hear specific items of vocabulary or phrases. There are many possibilities for this – shop names, directions, any numbers they hear etc. You could also ask very able children to listen and write specific repeated phrases in Spanish on mini whiteboards – e.g. Little Thomas hates going shopping; little Thomas is very sad; it's raining etc.

Following this activity discuss aspects of the language with the children. There is much in the text that may be familiar to them – expressing likes and dislikes, directions, pause words, parts of the body.

Pupil Activity

Children listen carefully to a short story in Spanish. They recognise that many phrases are repeated during the story and they join in appropriately chorusing phrases with the teacher.

Children demonstrate some understanding of the short story by responding to the teacher's questions in English.

Children listen for specific items of vocabulary and structures. Some attempt to write the words and phrases as they occur in the story.

Children recognise familiar vocabulary and structures and make links with prior learning – e.g. parts of the body, likes and dislikes.

Parts 1 & 2: 30 minutes (continued)

Teaching Sequence

Pupil Activity



To complete this session, distribute picture cards and text cards from the story. Challenge the children to read the extract carefully and match it with the appropriate picture. They may work in pairs or groups for this activity. Show the Power point presentation again so that children can check their work.

Children work collaboratively to match up text and corresponding image. As they do so they demonstrate some understanding of the Spanish phrases.



NOTES:

Teaching Sequence**Pupil Activity**

During this session children can complete display work relating to the story about little Thomas. (You might choose to read the story again to the children before you begin.) Ask the children to draw Thomas with a speech bubble giving information about himself: e.g. **Me llamo Tomás. Tengo 7 años. Me gusta mucho el fútbol.** The children can give any details they choose and 'make up' additional information about Thomas. You may need to model this for the children and remind them of these phrases and others which more able children may recall from Y3/4:

Me gusta jugar al fútbol – I like playing football.

Me gusta ir al parque – I like going to the park.

Tengo una hermana – I have one sister.

Tengo un gato – I have a cat.

Some children will draw Thomas and write one or two sentences in a speech bubble. Others may be able to write additional sentences, adapting the phrases above with other family members or pets, for example.

(If you would like to display the phrases initially to help children make a start or to support some children, they are available on OHT on the resources CD: 'OHT sentences for display work').



Children complete drawings of Thomas and write sentences in a speech bubble. Some children may write just two sentences; others may be able to write several sentences including interests and information about family and pets.

Lesson Six, Year 5

4 x 15 minutes

Lesson theme Christmas and New Year**Learning Outcomes**

- Know how Christmas and New Year are celebrated in Spain
- Learn and join in singing Christmas songs in Spanish
- Write a short letter to Los Reyes Magos
- Recite a short text with accurate pronunciation

Framework Objectives**Literacy**

L5.1: Reread frequently a variety of short texts

L5.2: Make simple sentences and short texts

Intercultural Understanding

IU5.1: Look at further aspects of their everyday lives from the perspective of someone from another country

IU5.3: Compare symbols, objects or products which represent their own culture with those of another country

31

Core Vocabulary

Los Reyes Magos	The Three Kings
La Nochebuena	Christmas Eve
La Nochevieja	New Year's Eve
Papá Noel	Father Christmas
La campana	bell
Las uvas	grapes
El reloj	watch, clock
¡Feliz Año Nuevo!	Happy New Year!
Navidad	Christmas

Knowledge about language

- Develop accuracy in pronunciation and intonation
- Recognise patterns in simple sentences
- Notice different text types and deal with authentic texts

Language and learning strategies

- Use actions and rhymes to aid memorisation
- Practise new language with a friend and outside the classroom
- Pronounce/read aloud unknown words
- Use a dictionary or word list

Resources

- Notes on Christmas
- OHT with phrases needed to form letter to the three kings
- Text cards
- New Year's Eve rhyme
- OHT with words of songs: **Campana sobre campana, Noche de paz, Ya vienen los Reyes Magos**
- Images of Christmas celebrations in Spain



- Canta en español 2, Track 5, song: **Campana sobre campana**, Track 6, song: **Noche de paz**, Track 7, song: **Ya vienen los Reyes Magos**

- Recommended resource: DVD – **Tú y yo: Early Start Spanish**



- Images of Christmas celebrations
- Transcript of songs and rhyme
- Key vocabulary
- Letter to the Three Kings



Part I: 15 minutes

Teaching Sequence

Pupil Activity



Begin the lesson by sharing key aspects of Spanish culture in relation to Christmas and New Year celebrations. You could start by asking the children what they already know about Christmas in Spain. The 'Notes on Christmas' on the resources CD highlight many interesting cultural aspects. Key points are as follows:

- Christmas is a significant event in Spain and is celebrated all over the country
- Children traditionally receive Christmas presents on the 6th January, the feast of the Epiphany, marking the visit of **Los Reyes Magos** to the stable in Bethlehem
- Spanish culture is slowly changing and presents are often given also on 25th December, brought to children by Santa Claus or Papa Noel – the shops promote present giving on both dates!
- Spanish children write letters to **Los Reyes Magos**
- The 5th January is a big feast day in Spain and parades take place during the evening of the 5th.
- On New Year's Eve the Spanish eat grapes for good luck and eat one on each chime of the clock at midnight



After discussing the Christmas festivities, show the children some images of the three kings and the parade on the 5th January. See 'Images of Christmas celebrations in Spain' on the resource CD. You can also show them the DVD clip from Early Start **Tú Y Yo** file – Unit 12 – **¿Qué día es hoy?** This will recap dates and months and will also give the children the opportunity to see the street parades and carnivals on 6th January. Draw their attention to **Los Reyes Magos** who are central to the festivities.

Children listen and discuss how Christmas is celebrated in Spain. They are made aware of cultural differences and consider their own traditions.

Children look at images of Christmas in Spain or watch a DVD sequence which shows the street parades which take place on the eve of the 6th January.

Part 2: 15 minutes

Teaching Sequence



Select Christmas songs from Canta 2 CD. A transcript of the songs is provided on the resources CD. Choose one song



for this session which the children may learn and perform during a Christmas event. During lesson 7 the children will also practise a short play.

Initially play the song without showing the transcript to the children. Then play the song again twice with the transcript and encourage the children to follow the words of the song. Quickly explain the meaning of the song and then focus on the pronunciation and encourage the children to read the song with you as they follow the text.

Pupil Activity

The children learn selected authentic Spanish Christmas songs. They attempt to follow the text as they hear the song, and then practise pronouncing the words as they read them with the teacher.

The children enjoy the rhythm of the song(s) and join in singing as they become familiar with the tune and lyrics.

**NOTES:**

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Begin this session by playing again the song(s) introduced last time.

Next, remind the children that it is customary in Spain to write a letter requesting presents to **Los Reyes Magos**. Explain that the post office in Spain (**Correos**) often provides special writing paper and envelopes for this. Children in Spain receive a reply to their letter from the post office (on behalf of **Los Reyes Magos**). The letter always contains a small treat – for example a puzzle book, a pack of felt tip pens etc.



The children will now work with pieces of text to try to assemble a short letter to the three kings. They study lines of text (all numbered and available on the resource CD) presented on the whiteboard/OHP and discuss in pairs the order of the phrases. Children attempt the task without translations from the teacher initially. Allow the children a few minutes to decide upon their preferred order and then work with the children in assembling the text. See resources CD for text.

Children enjoy practising the song.

Children are reminded of the significance of the three kings in Spain.

Children study individual pieces of text. They try to guess at the meaning of the phrases and then attempt to assemble them to form a coherent letter to the three kings. They work in pairs initially and then correct their answers with the teacher, as the meaning and word order of each phrase is discussed.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Begin this session by explaining to the children that they will now begin preparing for the play that they will perform this year. This year the focus is on New Year's celebrations and the play has been written to revise some words and phrases learned so far in Spanish. There are, however, words which may be unfamiliar to the children. Show the children some key words which occur in the rhyme that they are about to learn and also in the play. These can be presented as text cards or on the IWB. As you show each word, practise pronouncing it with the children and then explain the meaning:



Nochevieja – New Year's Eve
Cava – a type of sparkling white wine (champagne is often drunk at New Year)
Reloj – clock
¿Qué hora es? – What time is it?
Bienvenido – welcome
Te invito – I invite you
La campana – bell
¡Feliz Año Nuevo! – Happy New Year!

(Focus children's attention on the pronunciation of the letter j)



After practising these words, display the text as a rhyme which the children can recite. They may also like to add actions to the phrases. Explain again to the children the Spanish custom of eating one grape for each chime of the clock at midnight. **La Puerta del Sol** is a square in Madrid where people traditionally gather at midnight to welcome in the New Year.

The children practise reading and pronouncing accurately unknown words. Their attention is drawn to the pronunciation of the letter j in Spanish.

Children learn more about the New Year's Eve celebrations in Spain and practise reciting a rhyme with actions. The vocabulary contained in the rhyme will be useful for the play which follows in the next lesson.

Lesson Seven, Year 5

3 × 15 minutes; 1 × 30 minutes

Lesson theme Christmas and New Year

Learning Outcomes

- Learn and sing two Spanish Christmas songs/carols.
- Make a traditional Spanish Christmas sweet
- Join in performing a short play in Spanish

Framework Objectives

Oracy

O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.1: Reread frequently a variety of short texts

Intercultural Understanding

IU5.1: Look at further aspects of their everyday lives from the perspective of someone from another country



Core Vocabulary

As for Lesson 6

Resources



- New Year's Eve rhyme
OHT with transcript of play
OHT with recipe and English translation of recipe



- Transcript of rhyme
Transcript of play
Recipe



Knowledge about language

- Notice different text types and deal with authentic text
- Recognise patterns in simple sentences

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Use actions and rhymes to aid memorisation
- Pronounce/read aloud unknown words

Teaching Sequence**Pupil Activity**

Challenge children to recall any words, lines or phrases from the rhyme practised last lesson. See if they can recall any words and try to re-assemble the text as they volunteer words and phrases.

Children try to recall words or phrases from the rhyme introduced last session. They re-assemble the text with the teacher and again practise reading it aloud with accurate pronunciation.



33 Next, practise reading the rhyme again with the children joining in with words and actions.



34 Now introduce the children to the play which they may perform for another class/in assembly/for parents. Set the context for the play: a New Year's Eve celebration in a Spanish flat. Provide the children with a transcript of the play and introduce the characters. Read through scene 1 and scene 2 in Spanish and then ask the children if they can understand any of the phrases used. Check that children have understood the meaning and then ask children to work in groups and take a character each as they read through the first two scenes. Next, invite children to volunteer for a role in the play and select the characters for the first two scenes. Use the remaining time to practise these scenes.



Children are introduced to the transcript of the play they will perform this year. They read the Spanish with the teacher and then practise reading parts aloud in groups. Some children will perform in front of the class as they begin rehearsing the play for a performance.

NOTES:

Part 2: 15 minutes

Teaching Sequence

As with scenes 1 and 2, introduce the children to the vocabulary and phrases used in scenes 3 and 4. Most children will recall the meaning of the language used and should be able to read the phases without difficulty.

Then select characters for these two scenes and again practise performing the play.

Pupil Activity

Children read the text and identify phrases and words they already know. They read aloud with accurate pronunciation.

Children rehearse lines and perform in front of the group.

NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Include this session if you have sufficient time. Otherwise, continue the preparation for the class performance!

Children observe the preparation of/ prepare themselves a traditional Spanish Christmas sweet – '**Mazapanes de Navidad**'.



Refer to the resources CD where you will find a recipe taken from the Consejería de Educación: Spanish in Primary booklet – **Mazapanes de Navidad** (Christmas Marzipans). This is a very simple recipe which involves very little cooking. You may choose to introduce the ingredients in Spanish or to simply explain in English the ingredients and the method. (The text is read on



the sound CD, Track 35) However, most children will follow some parts of the recipe in Spanish and using the original text does give children the opportunity to work with a different kind of authentic text. However you choose to present this activity, children will certainly enjoy watching them being prepared and tasting them later on!

 **NOTES:**

Part 4: 30 minutes

Teaching Sequence

Pupil Activity

Time is devoted here to practising the play and the carols in preparation for a performance to another class or to parents.

Children plan and practise their performance as they recite their lines, decide on costumes and learn the carols and songs.

NOTES:



Lesson Eight, Year 5

2 x 15 minutes; 1 x 30 minutes

Lesson theme Keeping fit

Learning Outcomes

- Understand that eating well and taking exercise are necessary to be healthy
- Express likes/dislikes of different sporting activities in Spanish
- Prepare a keep fit plan for the week ahead

Framework Objectives

Oracy

O5.2: Understand and express simple opinions

O5.3: Listen attentively and understand more complex phrases and sentences

Literacy

L5.2: Make simple sentences and short texts

36

Core Vocabulary

(revision of days of the week)

(revision of hobbies introduced in Y4, see list at end of lesson)

jugar al + sport to play + sport
nadar to swim

(revision of likes & dislikes)

Simple future tense:

Voy a I am going to
Otra vez again

Resources



- Flashcards of hobbies
- OHT with listening transcript
- Word cards to form sentences
- Text cards with **Voy a** & hobbies
- Keep fit plan

- Flip chart paper & markers

- Recommended resource: Canta en español I, Track 12, song: **Los días de la semana**



- Listening transcript
- The memory game
- Key vocabulary
- **Otra vez, pero, y, también**
- Example sentences
- **Voy a**



Knowledge about language

- Recognise patterns and simple sentences
- Manipulate language by changing an element in a sentence
- Understand that words will not always have a direct equivalent in the language

Language and learning strategies

- Integrate new language into previously learnt language
- Use a dictionary or word list

Part 1: 15 minutes

Teaching Sequence

Pupil Activity

Discuss with the children in English the two aspects of being healthy: eating well and taking exercise. Explain to the children that this lesson will focus on exercise and that they will devise an exercise plan in Spanish towards the end of the lesson.

Children listen to the teacher and understand that diet and exercise are essential for a healthy lifestyle.

Begin the session by singing the song to re-cap the days of the week: **lunes, martes, miércoles, jueves, viernes, sábado, domingo**. Refer to the sound CD, Track 12.

Children join in singing the days of the week to a familiar tune.



You will find a song on the days of the week in *Canta en español 1*, Track 12.

Next give each child a piece of paper which they should fold into 8. With the words of the days of the week displayed on the board, ask the children to unfold the paper and write at the top of each square a different day of the week

Children focus on the written words for days of the week and attempt to copy the words correctly onto their paper.

Explain to the children that you are going to share with them the sport/activities you do on each day of the week. They should listen very carefully and draw a quick sketch to represent the activity for each day in the appropriate square. Provide a demonstration on the board. (As the children have met most of this vocabulary in Year 4, and due to the number of cognates, you can attempt this activity with the children without formally revising all the verbs beforehand).

Children listen carefully to the teacher and try to draw a symbol to represent the activity they hear. As they do so, they recall vocabulary introduced last year, and they also recognise cognates.



Los lunes me gusta jugar al tenis

Los martes me gusta jugar al fútbol

Los miércoles me gusta nadar

Los jueves me gusta bailar

Los viernes me gusta jugar al tenis

otra vez

Los sábados me gusta jugar al bádminon

Los domingos me gusta ver la tele.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity



Read the transcript through twice to allow children to complete the activity, and then display it on the OHP. See resource CD: 'OHT with listening transcript'. Read the sentence once more and invite a volunteer to select and hold the corresponding flashcard from a set at the front of the class.

After the children have checked their work, focus their attention on the transcript and display just the section for Friday, Saturday and Sunday. Play a memory recall game and cover up one word while the children close their eyes. Challenge them to recall the word. Emphasise the meaning and use of the words "**otra vez**" (again).

Children correct their work and focus on a transcript of the listening activity on the OHT. Some children will match the written words heard during the activity to flashcard images of sports and hobbies.

Children focus again on the transcript and attempt to recall concealed words from memory. They encounter and learn the words '**otra vez**' (again).

**NOTES:**

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Display a short paragraph on the board/OHP e.g.: **Me gusta jugar al fútbol pero no me gusta jugar al rugby. Me gusta nadar y también me gusta bailar.**

Draw a circle around the phrases expressing likes/dislikes. Take a different colour to draw around the hobbies.

Children focus their attention on a short paragraph expressing likes and dislikes. The structures should be familiar to the children from work covered in Year 4.

Children's attention is drawn to '**Me gusta**' and '**No me gusta**' and then to the verbs relating to hobbies.



There are just three words remaining: **pero, y, también.**

Ask the children if they recall the meaning of these words (but, and, also) Next, distribute a set of words to pairs of children. Use resource provided on the resource CD: 'Word cards to form sentences'.

Children study three connectives used in the short paragraph. They consider the meaning of each of the words and discuss the words and their position in the sentence with the teacher.



Ask the children to use the cards to try to form short sentences and, if possible, a paragraph in Spanish. They should attempt to form two sentences with correct word order. You may choose to leave your 'model' paragraph displayed for reference if you feel the children need that level of support.

Children sequence the words on the cards to form a sentence in Spanish. Some children will be able to do this without support, drawing on prior learning and their understanding of sentence structure. Other children will need to refer to a 'model' paragraph.

Repeat the above activity with a second set of word cards, as provided on the resources CD.

Finally, give the children a few minutes to 'create' their own paragraph by substituting previously learned vocabulary into the sentences. From Y4 children may recall:

Children recall vocabulary learned during Y4 and manage to use the language in a new context as they substitute individual words in the paragraph.



bailar – to dance
ver la tele – to watch TV
nadar – to swim
leer – to read
jugar al fútbol – to play football
ir al parque – to go to the park

Part 2: 15 minutes (continued)

Teaching Sequence

Pupil Activity



You may choose to 'brainstorm' this vocabulary before children attempt the task. The set of coloured flashcards of hobbies provided on the resource CD includes these Y4 activities.

At the end of the writing task, it would be a good idea to show two or three examples of the childrens' work either using an OHP or IWB. Encourage the children to discuss the pieces of work of the paragraph such as the use of connectives to link sentences together.

**NOTES:**

Parts 3 & 4: 30 minutes

Teaching Sequence

Pupil Activity

Begin this session by playing a 'recall' game.

Give each pair/group of children a large piece of paper and a marker. Tell the children that they are not allowed to write anything until you give the instruction. Next, read slowly a list of verbs in Spanish: (use the sound CD, Track 41 if you wish).



jugar al rugby
 jugar al tenis
 jugar al fútbol
 jugar al bádminton
 jugar al netball
 bailar
 nadar
 ver la tele
 leer
 ir al parque

Read the list again slowly. Next, give the children a four minute challenge to recall and write down as many hobbies as they can remember from the list.

Once the children have attempted the task, you can collect their suggestions and invite children to write the words over a 'graffiti' wall or you can record them on the board for reference. Spellings can be corrected as the activity takes place.



The children will now work on a 'keep fit' plan which they can complete using ICT for display. You will need the: 'Text cards with **Voy a** & hobbies' on the resource CD.



Show the children the verb '**Voy a**' on text card and then place it in front of a verb e.g.:

Voy a

jugar al fútbol

Children listen carefully to a list of hobbies read aloud in Spanish twice. They then enjoy the challenge of trying to recall and write down as many of the hobbies as possible in the time allowed for the activity.

Individual children attempt to write some of the verbs on a 'graffiti' wall.

Children's attention is drawn to a new key verb – **Voy a** (I am going to). They see how it is used to form sentences and note that the words do not have a direct equivalent, as two words in Spanish are used to express four words in English.

Parts 3 & 4: 30 minutes (continued)

Teaching Sequence

Pupil Activity



Demonstrate the use of the verb e.g.:

42 El sábado voy a jugar al fútbol.

Explain to the children that '**Voy a**' is a verb meaning "I am going to". Draw the children's attention to the fact that two words in Spanish = four words in English here.

Invite a volunteer to come to the front to be the teacher and form another sentence with the text cards. The rest of the class should try to provide the English meaning. See text cards provided on the resource CD.



8



8 Following on from this activity show the children an example of a keep fit plan (see resources CD) e.g.:



42 Lunes – Voy a jugar al fútbol – 30 minutos

Martes – Voy a nadar – 20 minutos

The children can use this format to decide upon and create their own plan for the week ahead.

Complete this session by emphasising the need to be active for at least one hour a day.

Revision of hobbies vocabulary introduced in Y4:

jugar al rugby	to play rugby
jugar al tenis	to play tennis
jugar al fútbol	to play football
jugar al bádminton	to play badminton
jugar al netball	to play netball
bailar	to dance
nadar	to swim
ver la tele	to watch television
leer	to read
ir al parque	to go to the park
hacer footing	to go jogging

Children practise using '**Voy a**' to form simple sentences and attempt to translate from Spanish to English.

Children prepare a keep fit plan following a model. They use ICT and present their work attractively for display purposes.

Children understand the importance of regular exercise for healthy living.

Lesson Nine, Year 5

1 x 30 minutes; 2 x 15 minutes

Lesson theme Keeping Healthy

Learning Outcomes

- Be able to find words in a dictionary and check spelling
- Understand that taking exercise is an essential part of keeping healthy
- Know how to say numbers 1 – 50 in Spanish
- Join in a playground game, reciting Spanish with accurate pronunciation

Framework Objectives

Oracy

O5.3: Listen attentively and understand more complete phrases and sentences

Literacy

L5.1: Reread frequently a variety of short texts

L5.3: Write words, phrases and short sentences using a reference

43/44

Core Vocabulary

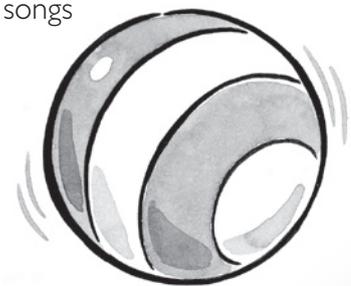
Revision of sports/hobbies vocabulary
Numbers: revision of 0 – 30

plus:

treinta	thirty
cuarenta	forty
cincuenta	fifty

Resources

- 
 • OHT with words of rhyme:
¡Mirad la pelota!
 OHT of numbers 20 to 40 and 50
 Bingo cards 0 to 50
 Snakes and Ladders game
 OHT with words of songs
- 
 • Canta en español 2,
 Track 8, song: **¡A contar!** (20 – 40)
 Track 9, song: **¡A contar!** (40 – 60)
- Bilingual dictionaries
- 
 • Dictionary work
¡Mirad la pelota!
 Numbers 20-50
 Number grid
 Snakes and ladders
 Transcript of songs



Knowledge about language

- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Use actions and rhymes to aid memorisation
- Use a dictionary or word list
- Pronounce/read aloud unknown words

Teaching Sequence

Begin this lesson by setting the context: keeping healthy. Explain to the children that during the next few sessions they will discuss the effects of taking exercise on the body.

During this thirty minute sequence children will practise using a bi-lingual dictionary to check the spelling of vocabulary they will need later on. They will also take exercise by playing a playground game in Spanish.

Distribute dictionaries to each pair of children and ask the children to look up and write out the Spanish for the words/phrases displayed on the board:

- to go jogging
- to play football
- to dance
- to swim
- to watch television
- to read

Some of the children will be able to recall this vocabulary from memory. They should still consult the dictionary to check spelling.

When the children have completed this activity, invite volunteers to the board to supply the Spanish. If children have had difficulty locating words in the dictionary, take time to demonstrate the process of looking up and identifying vocabulary needed. (Dictionary work will feature in future lessons).

Pupil Activity

Children listen to the introduction and then work in pairs using a bi-lingual dictionary. They remember that the dictionary has two halves. They look up familiar vocabulary to check spelling before writing the words. They understand the process of looking up words in the dictionary and become familiar with the abbreviation (v) to indicate a verb.

Parts 1 & 2: 30 minutes (continued)

Teaching Sequence

Pupil Activity



Next, find an empty space for children to play a playground game. Display the words of the rhyme on OHT:

¡Mirad la pelota!

¡Mirad la pelota!

¡Arriba!

¡Mirad la pelota!

¡Abajo!

¡Mirad la pelota!

¡Damos una vuelta!

¡A... Clara!

(Look at the ball!

Up!

Look at the ball!

Down!

Look at the ball!

Let's turn around!

To... Clara!)



(The rhyme is on the sound CD Track 45).

As they chant the rhyme one child stands in the centre of the group while the other children (approx 6) form a circle around.

The child in the middle throws the ball high in the air and catches it for the first two lines.

Again, the child in the middle throws the ball in the air; then lets it bounce for the next two lines.

For the last three lines, the child in the middle throws the ball high and the others must do a turn around, and then for the last line the person in the middle calls the name of a child to replace '**Clara**' and this child must run into the middle to catch the ball before it bounces on the ground.

If the children can see the rhyme as they chant it with the teacher, they will quickly become familiar with the words and will enjoy playing the game.

Children look at a rhyme displayed on OHT and then use it as they play a playground game. They chant the Spanish rhyme in chorus as they play. Afterwards, their attention is drawn to the sound of the letters **rr** and **j** in Spanish as children focus on the words **arriba** and **abajo**.

Parts 1 & 2: 30 minutes (continued)

Teaching Sequence

Pupil Activity

When the children have settled after playing the game in groups, study the rhyme again.

Say the word '**arriba**' and emphasise the sound of the double **r**. Then repeat the word '**abajo**'. Practise pronouncing these words with the children and highlight the letters **rr** and **j** as you show the children the spelling of the words.

Finally, chant the rhyme again with the children as they read the text.



NOTES:

Part 3: 15 minutes

Teaching Sequence

Discuss with the children how the heart beats faster when we take exercise. Blood is pumped quickly to the muscles during exercise and the pulse rate increases. Explain to the children that they will check their pulse rate in the next lesson.

To do this, the children will need to know numbers to fifty in Spanish. Revise numbers 0 – 20, which children learned in Y3 and Y4. You could do this using a variety of number games: adding/subtraction, ladders type games, saying numbers aloud and stopping and encouraging children to say the next in the sequence, number sequence activities, children counting in pairs up to twenty etc.



Show on OHT numbers 20 – 40 and invite children to identify the pattern in counting in Spanish.

Practise **treinta** (30), **cuarenta** (40), **cincuenta** (50) and ensure that children are confident at pronouncing these numbers.



Two songs are available in *Canta en español 2*, Track 8 for numbers from 20 to 40 and Track 9 for numbers 40 to 60.

Next, play a game of Bingo with the children using the bingo cards provided on the resources CD. Try to avoid repeating the numbers in English and invite children to be the 'caller'.



Pupil Activity

Children understand the context for learning high numbers and understand that they will need to be familiar with counting up to 50 for subsequent activities.

They revise numbers 0 – 20, learned in Years 3 and 4 and notice the pattern for counting in Spanish.

They note that all the numbers between 20 and 29 are formed by using the letter 'i' to connect the numbers. Afterwards, the word 'y' is used and the numbers are formed using three words. See below for examples:

Veintiuno – 21

Veintidós – 22

Veintitrés – 23

Treinta y uno – 31

Treinta y dos – 32

Treinta y tres – 33

Cuarenta y siete – 47

Cincuenta y ocho – 58

Children focus on new numbers: 30, 40, 50 and practise pronouncing them as they focus on the written word.

Children enjoy listening to Spanish numbers as they play a game of Bingo. They call 'Lotto' as they complete their card.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Children can now take time to revise and consolidate numbers 1 – 50 as they play a snakes and ladders game in pairs. Each time they land on a square they should be encouraged to say the number in Spanish. Alternatively, this game can be played on the interactive whiteboard with the teacher playing against the children.

To complete the lesson, play again the playground game: '**¡Mirad la pelota!**' If time/space, make it difficult for children to play the game, show the text again and challenge each group of children to practise it for a few moments before reading it aloud with accurate pronunciation to the rest of the class. Reward groups as appropriate!

Children play a game of Snakes and Ladders and practise using and recalling Spanish numbers as they do so. They are encouraged to say the numbers aloud with accurate pronunciation.

Children look again at the text practised earlier: '**¡Mirad la pelota!**' They practise reading in groups and present it with accurate pronunciation.

**NOTES:**

Lesson Ten, Year 5

1 x 40 minutes; 1 x 30 minutes

Lesson theme Keeping Healthy

Learning Outcomes

- Understand that exercise causes the pulse rate to increase
- Be able to discuss in simple Spanish which activities are more energetic and make comparative statements
- Contribute to a classroom display in Spanish, illustrating the relationship between exercise and increased pulse rate

Framework Objectives

Oracy

O5.1: Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts

Literacy

L5.2: Make simple sentences and short texts

L5.3: Use words, phrases and short sentences, using a reference

46

Core Vocabulary

Revision of vocabulary for sports/hobbies
Revision of numbers: 0-50

Comparisons:
...**más... que...** ...more... than...
¿Qué vas a hacer?
What are you going to do?

Revision of **Voy a + verb** –
I'm going to...

Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence
- Apply knowledge of rules when building sentences

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Integrate new language into previously learnt language
- Use a dictionary or a word list

Resources



- OHT of hobby phrases
- OHT of sample graphs
- OHT with words of song: **¿Qué vas a hacer?**
- Results grid
- OHT of circles



- Canta en español 2, Track 10, song: **¿Qué vas a hacer?**
- Stop watches
- CD player + music
- Footballs
- Books
- TV
- Display materials

for taking pulse rate activity.



- Revision vocabulary
- Pulse rate activity
- Key vocabulary: **¿Qué vas a hacer? Voy a...**
- Recording results
- Graphing results
- Making comparisons
- Transcript of song



Teaching Sequence**Pupil Activity**

In this lesson children will undertake an experiment, testing their pulse rate before and after exercise.

The children look at the six phrases on the board. They listen carefully as they are read aloud by the teacher and volunteer translations.

Begin the session by displaying the following phrases on the board/OHP/IWB (See resource CD: OHT of hobby phrases’):



10



47

Jugar al fútbol
bailar
hablar en español
ver la tele
hacer footing
leer

Say each of the phrases and ask for translations as you do so. Next, explain the nature of the activity: to check the effect of 2 minutes of each activity on the pulse rate.

Explain to the children how the pulse rate is taken and demonstrate the process by taking the pulse rate of a volunteer for 30 seconds. Record the result on the board, stating the number in Spanish as you do so. Repeat the activity with another volunteer.

Next, invite each volunteer to select an activity from the 6 on the board and put the question:

Children watch as the teacher demonstrates how to take the pulse rate. They listen to the result recorded in Spanish for two volunteers.

Two children select an activity to undertake for two minutes and respond to the teacher’s question by forming an answer in the future tense, practised in an earlier lesson:



48

‘¿Qué vas a hacer?’
Encourage the answer:
‘Voy a + verb’

Once the children have selected the activity, give them the equipment they need (e.g. football, music for dancing, TV switched on, book etc) and time them doing the activity for 2 minutes. Then take their pulse again for 30 seconds and state the number in Spanish as you record it.

‘Voy a + infinitive’

Teaching Sequence**Pupil Activity**

Discuss in English with the children the results. Did the activities selected have any effect on the pulse rate?

The children can now work in pairs, following the example given: **A** records the pulse rate of **B** for 30 seconds before activity and again after activity. **B** can select any activity with **A** asking:

‘¿Qué vas a hacer?’

+ **B** responding:

‘Voy a...

It might be easier to use a large space/hall for the next part of the session, with a small area for each activity: dancing, playing football, watching TV, reading, jogging on the spot, speaking Spanish (for this activity the children have to recall all the words they know/sentences they can say in Spanish!).

Before the children begin their experiment, emphasise the need to record the scores in Spanish and practise the question/answer sequence:



A: ¿Qué vas a hacer?

B: Voy a leer.

(A: What are you going to do?

B: I'm going to read)

You may choose to demonstrate the activity with two children before all the children begin their work.

Children look at the results recorded and consider any effect the activities undertaken may have had on the pulse rate of the two children.

Next, children listen carefully to the teacher's instructions and demonstration, as they prepare to carry out a similar experiment, working with a partner.

Children practise asking and answering the question:

‘¿Qué vas a hacer?’

Voy a...

Teaching Sequence

Pupil Activity



When the children have completed the activity, complete the results grid on the resource CD



Nombre	Antes	Actividad	Después
--------	-------	-----------	---------

Each child must volunteer their information in Spanish e.g:

Paul	45	bailar	61
------	----	--------	----

If there is insufficient time for this, the children could complete their information on the grid later on.



You will find available on the Canta en español 2 CD, Track 10, the song: **¿Qué vas a hacer?** The transcript of the song



is on the resource CD. The song can be used at the teacher's discretion.

NOTES:

Teaching Sequence

Pupil Activity

Using the data recorded during the last session, consider with the children how the information can be represented on a graph and show some examples of these to the children. See resource CD: 'OHT of sample graphs'.



e.g.



Antes – before **Después** – after

Use different coloured dots for individual children

(Blue dot) = Paul
(Green dot) = Anna
(Red dot) = Sophie

Using the information collected put some more children on a different graph e.g. Leer

When you have results plotted for two different activities, see if any comparisons can be made. Does the pulse rate change after reading? Playing football? Dancing? How do the results for the activities compare?

When you have formed some conclusions with the group, through discussions in English, write the following Spanish statement:



Jugar al fútbol es más activo que leer.

Children look at the data collected during the last session and study a graph showing the effect of the activity on the pulse rate of several individuals.

They understand that the coloured dots represent different children and can understand the graph. They look at a second graph showing the results for children who undertook a different activity and make comparisons.

The children are introduced to a short, comparative statement in Spanish. They discuss a possible meaning of the sentence in English and then attempt to substitute other verbs into the sentence.

Teaching Sequence

Pupil Activity

Give children a minute to discuss what it might mean, then explain how the sentence is formed and invite children to swap **leer** for another activity. Can they substitute **jugar al fútbol** for another activity?



After practising substituting vocabulary, show the OHT with circles containing words of sentences.

Challenge the children to form a sentence for each circle with the words in the correct order. (You may choose to leave a model sentence displayed on the board for reference).

The children can now begin to produce some work for a display in Spanish.

They could produce a graph showing results for an activity or write one or two short comparative sentences e.g.:



'Bailar es más activo que hablar en español.'

A title for the display could be:



¡Hacer ejercicio es muy importante!

Conclude the session by reinforcing key points:

- that we need exercise to stay healthy.
- that when we exercise our pulse rate increases and our muscles work harder.

Children work with jumbled-up sentences and try to re-order the words to make a sentence.

Children produce some work for display – a graph, a short sentence in Spanish or the title for the display.

Children's attention is drawn to the importance of taking regular exercise to stay healthy.

Lesson Eleven, Year 5

1 × 20 minutes; 3 × 15 minutes

Lesson theme Keeping Healthy – Food: likes/dislikes

Learning Outcomes

- Be able to say ten food items in Spanish with accurate pronunciation
- Demonstrate understanding of others expressing likes/dislikes
- Locate words in a bilingual dictionary
- Take part in a conversation expressing likes/dislikes of different foods, using stalling strategies as appropriate

Framework Objectives

Oracy

O5.1: Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts

O5.2: Understand and express simple opinions

Literacy

L5.3: Write words, phrases and short sentences, using a reference

Intercultural understanding

IU5.3: Compare symbols, objects or products which represent their own culture with those of another country

53

Core Vocabulary

(revision of fruit covered in Y3)

el pan	bread
el arroz	rice
la pasta	pasta
las patatas	potatoes
el jamón	ham
* el pescado	fish
* el queso	cheese
el agua	water
el yogur	yoghurt
* el chocolate	chocolate
* el helado	ice-cream
* el pastel	cake
las galletas	biscuits
* las patatas fritas	chips
* las patatas fritas de bolsa	crisps
las zanahorias	carrots
los guisantes	peas
la ensalada	salad
* revision – Y3	

Resources



- Flashcards of food items
- Text cards of food items
- Ppt presentation of food items
- Ppt presentation: likes/dislikes of food
- Transcript of audio recording
- Gap filling worksheet
- Mini flashcards of food items
- OHT with words of songs: **La vaca lechera**, **Los pollitos**



- Canta en español 2, Track 11, song: **La vaca lechera**, Track 12, song: **Los pollitos**

- Bilingual Dictionaries
- Recommended resources: Early Start Spanish pack 2 DVD



- Typical English/Spanish food
- Key vocabulary
- Talking about foods you like or dislike
- Transcript activity
- Transcript of songs



Knowledge about language

- Manipulate language by changing an element in a sentence
- Apply knowledge of rules when building sentences

Language and learning strategies

- Integrate new language into previously learnt language
- Use actions and rhymes to aid memorisation
- Use a dictionary or word list

Teaching Sequence

During this session children are introduced to several new items of food vocabulary and some items of vocabulary covered in Year 3. The work will mainly be at word level, as children look at visual images and see the Spanish word as they hear it said aloud.

Begin the lesson by setting the context for the next few lessons. Children will learn about:

- different foods
- how to express likes/dislikes in Spanish
- what people should eat to stay healthy
- what is typically eaten by a Spanish child

Ask the children if they can name any foods that they think represent typical 'English food'. Children may mention roast dinners, fish and chips, pizza(!) amongst others. Ask the children if they can name any 'typical' Spanish food.

Introduce the children to four items initially and explain to the children that these would be differences they would notice immediately if they were to stay with a Spanish family:



el pan – bread
una barra – loaf
el yogur – yoghurt
el agua – water

It would be better to bring in real items to teach this vocabulary, but flashcards of food items and a Power point presentation are available on the resources CD.

Pupil Activity

Children listen to an introduction to the next series of lessons.

Children consider food that is considered 'typical' English food.

Children consider food items which they would encounter if staying with a Spanish family and recognise some immediate differences in eating habits between Spain/ England. They see either the 'real item' for each new word or a visual image accompanied by the written word.

Part I: 20 minutes (continued)

Teaching Sequence

Pupil Activity



Show the written word as you introduce the vocabulary. Use text cards provided in the resource file. Explain the following:

- most families eat bread in the form of an uncut loaf – sliced bread is rarely eaten.
- **el yogur** – this is very often served as a dessert and often fruit or yoghurt is eaten for 'pudding'.
Generally Spanish families do not eat the variety of 'puddings', which are traditionally eaten in England.
- **el agua** – water is very often the only drink served for children at meal times.

Following this explanation, introduce some of the words listed under core vocabulary. Some children will have covered much of this in Year 3 and you may be able to introduce most of the vocabulary during this session. Use



either flashcards or PPT presentation on resources CD or resources provided on IWB CD to practise the new vocabulary.

If time allows, the DVD sequence from Unit 12 of Early Start Spanish Pack 2 is a good resource to share with the children at this point. Here they will see food and drink items being bought in the supermarket and then a picnic lunch and a school dinner whereby different foods are offered to children.

Children listen and repeat vocabulary as they learn more words for food items. They aim to repeat with accurate pronunciation and try to memorise the new vocabulary as they play language games.

Children have the opportunity to watch a DVD sequence showing Spanish children buying/accepting food items. The sequence reinforces key vocabulary items and allows them to spot cultural similarities and differences.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



During this session the teacher presents a Powerpoint presentation showing likes/dislikes of certain food items. This presentation revises the phrases:

Me gusta – I like

No me gusta – I don't like

which have been covered in both the Y3 and Y4 scheme.

(**Me gustan/no me gustan** are used for plurals)

As they listen to the presentation (on Track 55, on the sound CD), the children



also see the written words accompanying the recording, which reinforces vocabulary introduced during the last session.

After the initial presentation, spend a few minutes revising/extending individual vocabulary items from the core vocabulary list.



Children now listen to the same audio recording without seeing the PPT.

Distribute a set of mini flashcards to



children in pairs/groups. The children then listen to the recording and after each statement heard on the CD, they show 'thumbs up' if the person likes the food/ thumbs down if not, and also one member of the group/pair holds up the mini



flashcard of the corresponding food item.

Children listen to a presentation, revising food terms and likes/dislikes phrases as they do so. They read the phrase as it appears on the screen.

Children revise/extend food vocabulary through memory games/activities.

Children listen attentively to a recording by a native Spanish speaker. They listen for key words and give a non-verbal response, demonstrating understanding.

NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

To provide further practice of the new vocabulary and to give children the opportunity to become more skilled in looking up words in the dictionary, play a game whereby children have to look up a list of Spanish food items in the dictionary, making a note of the page number for each word. You could make this more challenging by setting a time limit for a list of five words. This activity will help reinforce new vocabulary and spelling, as well as enhancing dictionary skills.

In the next sequence, children practise asking/answering the question:
¿Te gusta...?
e.g.



A: ¿Te gusta el jamón?

**B: Sí, me gusta el jamón.
¿Y a ti?**

A: No, a mí no me gusta el jamón.

Begin by asking one or two volunteers a question and encourage them to move from a yes/no answer to a complete sentence.

Then, demonstrate the conversation using two puppets. If you have a FLA or Teaching Assistant present, you could model the conversation with him/her.



Before the children begin practising a similar conversation in pairs, show a 'model' conversation on the whiteboard, and ask the children if they can remember any of the 'stalling' words introduced last term. These include:



bueno – well...

pues – well...

Mmm – Mmm...

Vamos a ver – Let's see...

Children practise using a dictionary to look up a list of words. As they do so, they revise food vocabulary introduced during the last session.

Children listen as the teacher models a conversation about likes/dislikes. They listen to other pupils attempting to answer questions posed by the teacher.

Children recall 'stalling strategies' mentioned in an earlier lesson. They remember some of the examples given and attempt to include them in their own conversations.

Part 3: 15 minutes (continued)

Teaching Sequence

Pupil Activity

They would aim to include one of these words/phrases as they practise their conversation e.g.



58 A ¿Te gusta el queso?

B Pues, sí, me gusta el queso.

¿Y a ti?

A Pues, no. No me gusta el queso.

Children can now begin working in pairs practising a conversation to present to the rest of the class.

Children ask/answer questions in Spanish as they work with a partner. Some children will present their work to the rest of the class.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

 During this session children listen to a recording several times. Play the sound CD, Track 56. As they do so, they work in pairs to try to complete the gaps in a transcript of the recording. To do so, they select words from a list provided. See

 'Gap filling worksheet' for lesson eleven. This activity helps the children to listen attentively to a longer passage, read by a native speaker.

 Complete the activity by showing the children a completed transcript of the recording and reading it through altogether.

As the children sometimes have difficulty in listening to a recording, try to build their confidence in listening by recognising their achievements with this task.

 You will find available on *Canta en español 2* CD, two traditional Spanish songs (Tracks 11 & 12). The transcript of these songs can be found on the resource CD. The songs can be used at the teacher's discretion.



Children listen to a recording and work in pairs to complete gaps in the transcript. They match the sound to the written word as they attempt the activity.

Children see the full transcript and correct their work. They read the passage with the teacher, attempting accurate pronunciation and authentic intonation.


NOTES:

Lesson Twelve, Year 5

1 x 45 minutes; 1 x 30 minutes

Lesson theme Keeping healthy

Learning Outcomes

- Produce PPT presentation with sentences stating likes/dislikes
- Extend basic sentence by introducing connectives: **y, pero, también**
- Understand the importance of healthy eating and design a balanced meal, with food items labelled in Spanish

Framework Objectives

Oracy

O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.2: Make simple sentences and short texts

59

Core Vocabulary

Food items – as for lesson 11
Revision of connectives:

y	and
pero	but
también	also

Resources

- 
 • Mini flashcards of food items
OHT with words of song: **Lo que me gusta/ Lo que no me gusta**
- 
 • Canta en español 2, Track 13, song: **Lo que me gusta/Lo que no me gusta**
 - Bilingual dictionaries
 - ICT Equipment
- 
 • Revision of connectives
The food pyramid:
Proteins and carbohydrates
Transcript of song



Knowledge about language

- Manipulate language by changing an element in a sentence
- Understand and use negatives
- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Integrate new language into previously learnt language
- Use a dictionary or word list

Teaching Sequence**Pupil Activity**

Begin the session by inviting some children to present their conversations from the previous session.

Next, present on the board two simple statements:

Me gusta el queso – I like cheese
No me gusta el jamón – I don't like ham



Read the sentences aloud (or use the sound CD, Track 60) as they stand and then state them again, linking them with the connective '**pero**'. Ask the children if they can remember the meaning of the word '**pero**' and demonstrate how it links the two statements together.

Give another example:

Me gusta el queso

Me gusta el jamón

Invite the children to guess/identify the meaning of **y/también**

To give some practice in forming these sentences, play dictation games with mini whiteboards. Read aloud a sentence and encourage the children to write it correctly on mini whiteboards and then hold it in the air for it to be checked. Show the children the original sentence so that they can make comparisons.

Next, give the children time to work individually or in pairs to produce a PPT presentation on their likes/dislikes. Explain to the children that the best pieces of work will:

- Have interesting content
- Have accurate spelling
- Show some longer sentences with connectives

Children present pair work conversations, stating likes/dislikes. They use a question form and speak with authentic intonation, raising their voice as they ask the question.

Children study two sentences and listen as the teacher demonstrates how they can be linked with a connective.

Children practise writing the sentences stated by the teacher. They practise writing extended sentences as they do so and then compare their work with the original sentence to check for accuracy.

Children work in pairs or individually to produce a Powerpoint presentation containing extended sentences.

Some children will present their work to the rest of the class.

Parts 1 & 2: 45 minutes (continued)

Teaching Sequence**Pupil Activity**

Some children may like to continue this work at home.

Make time for volunteers to present their work to the rest of the class or to another class in school.



If time and at the discretion of the teacher, the song: **Lo que me gusta/Lo que no me gusta** could be played: Track 13 in *Canta en español 2*. This song presents an opportunity to practise the vocabulary



learnt and the lyrics are available on the resource CD.

NOTES:

Teaching Sequence

Pupil Activity

Take time to discuss with children different food groups in English and use the terminology you consider appropriate in terms of the science curriculum. You may choose to talk about proteins/carbohydrates/minerals and vitamins/fats. Explain the foods in each category and emphasise the importance of healthy eating and a balanced diet.



Next, refer the children to the sets of mini flashcards of food items. The flashcards have the picture and name of the food in Spanish. Give the children time working in pairs to try to group the foods together:

When the children have completed the card sort, check how they have chosen to group the foods and discuss this with them. Discuss which foods are 'healthy/'unhealthy'. To give more cultural information at this point, talk about Spanish food and the predominance of fresh fruit and vegetables and fresh fish which is typically included in the diet.



Using the IWB show the children the food groups:

Las proteínas:

el jamón

el pescado

Los hidratos de carbono:

el arroz

la pasta

el pan etc

Explain, as appropriate, that some foods are high in fat and sugar: e.g. cream cakes, chocolate.

Next, ask the children to design a balanced meal, labelling the food items in Spanish. Ask the children to refer to the dictionaries or word lists and to aim for accurate spellings.

Children's learning in science is reinforced as they consider the different food groups and the importance of a healthy, balanced diet.

Children reflect on the information they have heard and attempt to group the foods using mini flashcards. As they do so, they revise the core vocabulary for this lesson.

Children are introduced to the terminology for food groups in Spanish and watch as the teacher groups the different foods under different headings.

Children demonstrate an understanding of the key points of healthy eating by designing what they consider to be a 'balanced' meal. They label the food items in Spanish and refer to a bi-lingual dictionary to check their spelling.

Lesson Thirteen, Year 5

2 x 15 minutes, 1 x 30 minutes

Lesson theme Keeping Healthy: Food and eating habits in Spain**Learning Outcomes**

- Memorise and present a short song
- Identify similarities and differences in eating habits and customs between the UK and Spain
- Share strategies for learning vocabulary with other children

Framework Objectives**Oracy**

O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.1: Reread frequently a variety of short texts

Intercultural understanding

IU5.1: Look at further aspects of their everyday lives from the perspective of someone from another country

Core Vocabulary

No new vocabulary

Resources

- OHT with Spanish school menus
- OHT with English school menus
- OHT with translation/explanation of Spanish school menus
- Spanish menus vocabulary list
- OHT with words of the song: **Al corro de la patata**



- Canta en español 2, Track 14, song: **Al corro de la patata**
- Bilingual dictionaries
- Recommended resources: DVD from Early Start Spanish Pack 2 for Unit 13.



- Comparing Spanish and English eating habits
- New vocabulary
- Transcript of song

Knowledge about language

- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Use context and previous knowledge to help understanding
- Pronounce/read aloud unknown words
- Use a dictionary or word list



Teaching Sequence

Pupil Activity



During this session the children will practise chanting a playground song. A recording of the song can be found on Track 14 of *Canta en español 2*.

**Al corro de la patata,
Comeremos ensalada
Como comen los señores
Naranjitas y limones.**

**¡Achupé, achupé,
sentadita me quedé!**

(During the potato chorus
We'll eat salad
As the gentlemen eat
Little oranges and lemons.

**Achupé, achupé,
Seated I remain.)**



Show the children the text on OHT and explain that it is sung by children in Spain. Usually children form a circle as they chant it and walk around chanting the rhyme. As they say the last two lines they sit down quickly on the ground.

Practise chanting it with the children and draw attention once again to the sound of the 'rr' and the 'j'. It is an easy rhyme to chant and the children might learn it quite quickly. You could ask the children to work in groups of 6 and to take one line each as they chant it aloud. Allow them time to practise it and to enjoy chanting it aloud and then ask groups to present it to the rest of the class.

Finally challenge the children to find the names of four food items in the rhyme.

Check also whether any groups are able to recite the song without written support.

Children follow the lines of the song as they listen to it a few times. They understand that it is a traditional playground rhyme and will probably liken it to rhyme sung by small children in England – A ring a ring o' roses.

Children enjoy chanting the song. Their attention is drawn to the sound of the letters 'rr' and 'j', and they practise saying the lines of the rhyme in groups.

Children scan the text to find the names of some food items.

Teaching Sequence

Pupil Activity



The children all now have the opportunity to consider traditional eating times/habits in the UK and compare them with meal times in Spain. Much of the discussion here will centre around school lunches and the resources CD provides copies of typical English and Spanish school lunch menus. The focus in this session is on comparing mealtimes and not on acquiring lots more vocabulary.

Begin by sharing the menu with the children and ask them if they notice anything. During the discussion that follows about meals and mealtimes at home and in Spain, it will be interesting for the children to consider:

- School lunches in Spain are always three courses, not two. The first course often consists of a vegetable dish or soup. The main course is often smaller than a typical English main course, and may consist of just two items.
- There is rarely a wide choice of desserts – these tend to consist mainly of fruit or yoghurt and occasionally a dessert such as crème caramel or mousse. This may horrify some of the children in an English class who are accustomed to a wide variety of sweets and puddings!
- Generally children in Spain have school dinners, not packed lunches and primary school children finish the morning session at around 1.30-2.00 pm.
- Children do not drink squash or sugary drinks with meals. Usually they only drink water with a meal. Older children may drink a little wine and water during the evening meal.

Children look at school lunch menus from schools in Spain and schools in England. They consider anything interesting/significant as they compare the two.

Children listen to and contribute to a discussion which focuses on eating habits in the UK and in Spain. As they find out more information about Spanish customs, they reflect on their own everyday experience and consider how their lifestyle may be different to a Spanish child's.

Teaching Sequence**Pupil Activity**

- You might also like to spend some time drawing the children's attention to foods that are very typically Spanish, such as paella. Children who have sampled Spanish food may well like to give a description of foods they have tasted to the rest of the class.
- Spanish families tend to have a very different routine at weekends and during holiday periods. During term time they eat breakfast early; primary school finishes at 2.00pm when the children have lunch; then they have their evening meal around 8 pm. During holiday time they lie in until much later, have breakfast then and lunch around 3pm with an evening meal around 9 or 10pm. If you want to eat at 12.00 noon in Spain you may have to find a fast food place that serves all day as restaurants will not start serving till later!
- Drinking tea throughout the day is a very English habit. Tea is rarely drunk in Spain and never accompanies a meal.

It is likely that the children will have ideas and lots to contribute during this session. Encourage them to think about our routines and eating habits and how this can vary from family to family. Do they have the same routine at weekends? What is different?

If time allows you could play the DVD from Early Start Spanish Pack 2 for Unit 13. This sequence will give the children the opportunity to hear Spanish children discussing likes and dislikes and to watch a family meal time in Spain. The children are eating in their pyjamas at 10.00pm!

Children watch a video sequence which allows them to observe at first hand some of the aspects of Spanish life that they have just discussed.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

The purpose of this session is to develop the children's ability to memorise vocabulary and to make explicit to them useful strategies they can employ to help the process.

 Display a list of five new food vocabulary items which the children encountered as they studied the Spanish school lunch menu. Show the words on the OHP or IWB. Use the resource CD: 'Spanish menu vocabulary list'. Firstly, practise pronouncing each word with the children and make any relevant connections between sound/spelling – key letter

 strings etc. Refer to sound CD, Track 62)

Next, show the children the English meanings for each word in the list.

Explain to the children that they now have two minutes to try to learn as many of the words on the list as they can in the time limit. After two minutes, give the children time to discuss in groups how they tried to learn the words and any particular strategies they used.

Ask the children to note down in each group two or three strategies they used or any top tips they have for learning all or any of the words.

After a few minutes, take feedback from each group and note down any useful strategy mentioned on the board or flip chart.

After all the ideas have been collected, ask the children to vote on the ideas mentioned so that you have a 'top three strategies' poster by the end of the session.

 Note: The Spanish menu is read on the sound CD, Track 63.

Children look at a list of five words displayed in Spanish and consider how to pronounce each new word. They use their prior knowledge of sound/spelling rules to help them work out how to say each word.

Next, the children look at the English meaning for each word and try to memorise some or all of the new vocabulary during a two minute interval. After two minutes, the children share strategies for remembering individual words in a list of vocabulary. Their ideas are pooled as the groups give feedback and children then vote on the best methods mentioned.

Lesson Fourteen, Year 5

2 x 15 minutes; 1 x 30 minutes

Lesson theme Food: a Spanish breakfast

Learning Outcomes

- Know what is eaten at breakfast time in Spain
- Be able to say the name of six breakfast food/drink items in Spanish
- Take part in a breakfast role-play situation, offering/asking for/accepting/refusing items in Spanish

Framework Objectives

Oracy

O5.1: Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts

Intercultural understanding

IU5.1: Look at further aspects of their everyday lives from the perspective of someone from another country



Core Vocabulary

Cereales con leche	cereals and milk
Magdalenas	buns (Madeira cake)
Galletas María	Marie biscuits
chocolate con churros	hot chocolate and churros
un zumo de naranja	an orange juice
¿Quieres?	Would you like? (familiar)
Quisiera	I would like

Resources



- Text cards of food/drinks
- OHT with role-play phrases
- Flashcards of food/drinks
- Real food items for role-play
- Props for role-play (tablecloth, plates, etc.)
- Camcorder
- Funding to pay for breakfast items!



- Key vocabulary – breakfast items
- Key vocabulary – conversation



Knowledge about language

- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Integrate new language into previously learnt language
- Use actions and rhymes to aid memorisation
- Practise new language with a friend and outside the classroom

Teaching Sequence

Pupil Activity

Explain to the children that during this lesson they are going to learn about typical Spanish breakfast foods.

Explain that:

- As in England, what is eaten at breakfast time does vary from family to family.
- Often children have cereal at breakfast time, as they do in England.
- **Tostadas** (toasts) are very popular. Small cakes (**magdalenas**) or plain biscuits (**galletas María**) are sometimes eaten.
- Freshly squeezed orange juice is often served.
- On feast days or Sundays a Spanish breakfast is often more elaborate with **churros con chocolate** served as a special treat. **Churros** are long fritters and are dipped into a delicious thick hot chocolate.

Next, if possible, show children the 'real' items for each of the foods listed under vocabulary or use the flashcards provided on the resource CD.



Take each of them and hold it high as you repeat the Spanish with the children.



After all five have been practised, show the children the text cards for each item and invite a volunteer to come to the front to place the text cards against the corresponding items. Read each aloud with the class.



The children learn some interesting facts about typical eating habits in Spain.

Children focus on some new items of vocabulary. They practise pronouncing the words for breakfast items and then match the written word with the food/drink item.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Explain to the children that during the next session they will act out a breakfast role play scene in Spanish. (They may like to invite the HT or another member of staff to the special breakfast). Begin planning with the children what they will need for the role play:

- one long table
- table cloths
- paper plates and cups
- orange juice
- **magdalenas, galletas María, donuts, tostadas y chocolate caliente**
- coffee (**café**) for the adults!

Explain that during the Spanish breakfast Spanish must be spoken so the children will need some key phrases:



¿Quieres...? Would you like
Quisiera I would like
Por favor please
Gracias thank you
No, gracias no thank you



These can be displayed using the OHT provided.

Using real food items from last session, practise offering, accepting and refusing items:

e.g.



¿Quieres un zumo de naranja?
Sí, gracias.

¿Quieres una magdalena?
No, gracias

Quisiera una galleta por favor.
Gracias.

Children listen to the teacher as the context for the next session is explained.

Children focus on key phrases which they will need to practise in preparation for the breakfast role play. They see the written text on OHT as they practise saying each phrase aloud with the teacher.

Individual children come to the front of the class and practise offering/accepting items, using real food items. Some children will have learned the phrases and be able to say them from memory, other may need the written support on OHT.

Part 2: 15 minutes (continued)**Teaching Sequence****Pupil Activity**

14 Divide the children into groups with a set of six flashcards in the middle of a circle of children. The children take turns to pass on the question/answer sequence around the group by selecting a flashcard and offering a food/drink item to the person on their left.

Close the session by agreeing arrangements for the Spanish breakfast.

Children work in groups using a set of six flashcards. They take turns in offering/accepting food and drink items. This gives the children lots of practice in key phrases which they will use at the breakfast table.

Children understand the arrangements and the role they will play in preparing the Spanish breakfast.

NOTES:

Parts 3 & 4: 30 minutes

Teaching Sequence

Using the phrases learned last session, children can now enjoy the Spanish breakfast. It will make the event extra special if they invite a 'guest'. Also, you may like to take photos of the event or to record the children using Spanish at the table.

Pupil Activity

Children enjoy a Spanish breakfast offering food items to each other in Spanish and accepting foods offered by the teacher. They communicate in Spanish and try to pronounce the words and phrases accurately.

**NOTES:**

Lesson Fifteen, Year 5

1 x 20 minutes; 1 x 30 minutes; 1 x 15 minutes

Lesson theme Preparing a traditional dessert

Learning Outcomes

- Be able to follow a demonstration in Spanish of the method for making a dessert
- Recreate the method using sentence cards
- Write a simple shopping list of the ingredients needed to make the dessert, using a reference

Framework Objectives

Oracy

O5.3: Listen attentively and understand more complex phrases and sentences

Literacy

L5.2: Make simple sentences and short texts

L5.3: Write words, phrases and short sentences using a reference

67

Core Vocabulary

la leche	milk
el azúcar	sugar
los huevos	eggs
el agua	water

Please note: the recipe in this lesson contains eggs

Resources

- 
 - OHT with ingredients
 - OHT with recipe
 - Sentence cards for recreating recipe
 - OHT with words of song:
 - El flan de caramelo**
- 
 - Canta en español 2, Track 15, song:
 - El flan de caramelo**
- Ingredients and equipment for demonstrating the method for making recipe
 - Bilingual dictionaries
- 
 - Ingredients
 - Method
 - Ordering activity
 - Transcript of song



Knowledge about language

- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Use context and previous knowledge to help understanding
- Use a dictionary or a word list
- Pronounce/read aloud unknown words

Teaching Sequence

Pupil Activity

Explain to the children that they are going to watch how you prepare a very typical Spanish dessert: **El flan de caramelo**, often offered as a choice in restaurants. Explain that you will show them the ingredients and take them through the preparation using Spanish if you feel confident with the language. The children can enjoy watching what you do and enjoy listening to the Spanish. You could use the recording on the sound CD or read the Spanish yourself.



To begin, show the ingredients to the children and display the list of ingredients in Spanish on OHP/IWB. As you read aloud each of the ingredients – or play the sound CD – hold up the items in turn or ask one of the children to do this.



Repeat this stage to reinforce the vocabulary.

Next, begin to prepare the flan by following the method:



(Note an audio recording is available on the sound CD, Track 69)

1. **Calienta el horno a fuego medio**
Pre-heat the oven on medium light
2. **Derrite el azúcar en un cazo a fuego medio**
Melt the sugar into a pan over medium heat
3. **Añade el agua y remueve constantemente**
Add the water and stir continuously
4. **Vierte en el molde**
Put the caramel (melted sugar and water) into a mould
5. **Mezcla las yemas de huevo, la vainilla y toda la leche**
Mix the egg yolks, the vanilla and all the milk

Children listen to an introduction to the lesson.

Children look at the ingredients as they hear the Spanish for the quantity and the ingredient. Some children may hold up the ingredients mentioned by the teacher in Spanish as they become familiar with the new vocabulary.

Children observe the preparation of: **El flan de caramelo**. They watch what the teacher does and listen carefully to the Spanish phrases which they hear on a recording or said aloud and repeated by the teacher.

Teaching Sequence

Pupil Activity

6. **Vierte cuidadosamente en el molde para que no se mezcle con el caramelo**
Pour it carefully into the mould without disturbing the caramel
7. **Hornea durante una hora**
Cook in the oven for one hour
8. **Despega el borde del flan**
Loosen the edge of the flan
9. **Dale la vuelta con ayuda de un plato para desmoldarlo**
To remove the mould, turn upside down onto a plate
10. **Enfría en la nevera**
Leave to chill in the fridge

NOTES:

Teaching Sequence



Again display the list of ingredients needed to prepare **El flan** using OHT/IWB.

Explain to the children that they can now have a turn at preparing the '**flan**'.



Next, take the phrases for the first half of the method and display them for the children to read. Use: 'OHT with recipe' in the resource file. Take each one in turn and ask the children to discuss in pairs/groups what it might mean. Take answers for each instruction and then begin the first half of the method, focusing the children's attention on each instruction as the dish is prepared.

Choose different children for each stage of the method and take digital photos which can be used later for a display.



After completing the first half of the method, give each pair of children an envelope containing the first five instructions on card. Use: 'Sentence cards for recreating recipe' on resource CD. Ask the children to try to put the instructions into the correct order. Show the children the correct version on the OHP before you begin the second half of the preparation. Give them time to check their answers.

Next, invite more children to help with preparation and continue with the method, revealing each instruction on the OHP as you do so. (Remember to take photographs!)

When the **flan** is prepared and left to chill, again give each pair of children an envelope containing sentence cards of the instructions from 6-10 and challenge the children to sequence them in the correct order.

Pupil Activity

Children look at the Spanish list of ingredients, displayed on OHT.

Children now focus on the instructions/phrases taken from the method. They look at the instructions numbered 1-5 and consider in pairs/groups what each one might mean. Next, children become actively involved in the preparation of the desserts, as they carry out the instructions.

After completing stages 1-5, children work in pairs to try to sequence the written instructions into the correct order using sentence/phrase cards.

Children then look at the correct version of stages 1-5 and compare this with their own attempt.

Once again, children assist in preparing the dessert as they follow the instructions for numbers 6-10. As each instruction is followed, the children's attention is drawn to the written text on OHP. When the second half of the method has been completed children are again challenged in pairs to sequence the instructions for stages 6-10 using sentence cards.

Parts 2 & 3: 30 minutes (continued)

Teaching Sequence

Pupil Activity

Complete this session by reading through each instruction with the children. This will help to develop their pronunciation skills and will give them practice in reading unfamiliar vocabulary.

Children attempt to read through the text with the support of the teacher. They tackle unknown vocabulary and imitate the pronunciation of their teacher.

NOTES:



Part 4: 15 minutes

Teaching Sequence

Pupil Activity

As the children have now seen the preparation of '**El flan**' twice, they will probably be able to recall the ingredients.

During this session ask the children to prepare a shopping list which can be used as part of a display. Ask them to include the ingredients for making '**El flan**' on their list.

Children should have access to a bi-lingual dictionary (or word list) so that they can check/look up the words they need and spell accurately.

When children have completed this task a display can be created (entitled **¡Flan!**) which could include shopping lists, instructions and digital photos.



Canta en español 2, Track 15. The lyrics of the song are available on the resource CD.

**NOTES:**

Lesson Sixteen, Year 5

4 x 15 minutes

Lesson theme Date/Weather

Learning Outcomes

- Be able to give the date in Spanish
- Be able to identify the date from an audio recording
- Be able to understand and say nine weather conditions with accurate pronunciation
- Be able to identify the type of material heard on audio recording and weather forecasts

Framework Objectives

Oracy

O5.3: Listen attentively and understand more complex phrases and sentences

Literacy

L5.1: Reread frequently a variety of short texts

L5.2: Make simple sentences and short texts

70

Core Vocabulary

Hoy es lunes 10 de octubre
(Revision of days of week/months of year)

hace frío	it's cold
hace calor	it's hot
hace buen tiempo	it's good weather
hace mal tiempo	it's poor weather
hace sol	it's sunny
hace viento	it's windy
hay niebla	it's foggy
está lloviendo	it's raining
está nevando	it's snowing

Knowledge about language

- Manipulate language by changing an element in a sentence
- Develop accuracy in pronunciation and intonation

Language and learning strategies

- Integrate new language into previously learnt language
- Use actions and rhymes to aid memorisation
- Practise new language with a friend and outside the classroom
- Look and listen for visual and aural clues
- Pronounce/read aloud unknown words

Resources



- Months of the year in random order
- Text cards – **Hoy es**
- OHT with sentences stating date colour coding
- Pair work cards – days of week, numbers, months of year
- Transcript of audio recording: **¿Qué día es hoy?**
- Translation of **El tiempo** text
- OHT with weather conditions
- Transcript of audio recording: weather forecast/ **El tiempo**
- OHT with words of song: **Que llueva**
- OHT with jumbled weather expressions
- Weather flashcards
- Weather text cards



- Canta en español 2, Track 16, song: **Que llueva**
- Box of props
- Mini whiteboards
- Recommended resources: Early Start Pack 2 DVD
- Canta en español 1, Track 16: **Los meses**



- Revision days of the week and months of the year
- Key vocabulary x 2
- Substitution game
- **El tiempo** – which genre?
- Key weather vocabulary x 3
- Missing letters game
- Sentence building
- Guess the weather game
- Sorting game
- Pronunciation of: **hoy, hace, hay**
- Transcript of song



Teaching Sequence**Pupil Activity**

Set the context for the next two lessons saying the date, revising months of the year and describing the weather.

Begin this session by asking the children to work in pairs to recall all the days of the week in Spanish. Give them one or two minutes and then invite children to present the days of the week by chanting them for the rest of the class. You could also use the sound CD, Tracks 71 and 72 for days of the week and months of the year.



Next, use either the whiteboard or a worksheet to present a list of the months of the year in random order. Remind the children that days of the week and months of the year do not begin with capital letters in Spanish, and then challenge the children to work in pairs to re-write/re-position the months of the year in the correct order. Ask the children to check that they can pronounce the months as they re-order the words.

Correct this activity orally, ensuring that the children can pronounce this key list of vocabulary accurately.

Complete the first session by singing with the children the months of the year song from *Canta en español I* CD, Track 16.

Children work collaboratively to recall the days of the week in Spanish. Some children will present their work to the rest of the class.

Children work in pairs to re-sequence a list of months of the year in Spanish. They discuss the pronunciation of each word with their partner as they complete the task.

Children join in singing a song to revise the months of the year.

NOTES:

Teaching Sequence

Pupil Activity



Show the children two text cards:

Hoy

es

State a sentence orally, e.g.:



“Hoy es lunes 10 de octubre.”

Then ask the children to guess what you are saying.

Focus on pronunciation of the word ‘Hoy’. Emphasise that the ‘h’ at the start of the word is not pronounced.

Show the children a completed sentence on the board/OHP:

Hoy es sábado 4 de mayo.

Underline the day of the week, number and month in a different colour. Then say aloud one colour used and invite a volunteer to change that element of the sentence by substituting an alternative e.g.:

¡Rojo!

Hoy es domingo 4 de mayo

¡Azul!

Hoy es sábado 4 de diciembre

¡Rojo y verde!

Hoy es lunes 9 de mayo



Use the OHT provided on the resource CD: ‘OHT with sentences stating date colour coding’.

Play this substitution game for a few minutes, until children can confidently change one or two elements of the sentence, and then distribute a set of cards to the children which contain parts of the sentence. Use the OHT provided on the resource CD: ‘Pair work cards’.

Children study two text cards. They focus on the spelling and pronunciation of the word ‘**hoy**’ and guess the meaning of the two words as they are used in a sentence.

The children study a model sentence. They listen carefully to the colour stated by the teacher and then attempt to replace an element of the sentence by substituting one word for an alternative.

Part 2: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Children can work in pairs for this activity. Firstly ask children to listen to the date you say and hold up the corresponding day of the week and month of the year. They can hold one card each. Practise this several times prior to playing the audio recording – “¿Qué día es hoy?”



During the audio recording the children will hear a series of dates read aloud.



They should work in pairs to find the cards to match the statement they hear for each one. Pause the CD after each sentence and check that the children have managed to do this.

Children listen carefully to the date stated by the teacher and hold up the corresponding cards.

Children listen carefully to an audio recording with Spanish spoken at near normal speed. They attempt to find the correct word/number cards to match the date they hear on the recording.

**NOTES:**

Teaching Sequence

Pupil Activity

 Tell the children that they are going to listen to a recording of some spoken Spanish. As they listen to the recording, they should try to work out what they are listening to. Explain that they will not understand it and you will not ask them difficult questions about it! (A transcript of the recording is available for the teacher on the resource CD: 'Transcript of recording weather forecast, **El tiempo**'). Show the possibilities on the board/OHP: a song, a joke, a conversation, a weather report, a recipe, an extract from a pantomime.

 Next, play the recording on the sound CD, Track 75 (the weather forecast) twice and ask the children to guess what it might be. Discuss with them how they worked this out and the strategies they used.

 Use flashcards and text cards or images on the IWB to practise five weather conditions in this section: **hace frío** (cold), **hace calor** (hot), **hace sol** (sunny), **hace viento** (windy), **hay niebla** (foggy).

 After practising the new structures with images and text, reveal just the written form of the weather conditions on the board. Focus on the pronunciation of each phrase. The three new words **viento**, **sol** and **niebla** will all need to be practised repeatedly. Recap the sound of the letter **c** in the word **hace** and remind the children of other words they know where the letter **c** is pronounced like a th sound in English – **gracias**, **quince**, **once**, **diciembre**.

Children listen to an authentic recording of a weather forecast. As they listen, they try to identify the sort of text they are listening to.

The children practise saying and reading the Spanish expressions for five weather conditions. They focus on the images and written word as they practise each new phrase.

Children practise pronouncing the new vocabulary.

Part 3: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Now play a miming game with the children, which will allow them to practise both the meaning and the spelling of the new vocabulary. Distribute mini whiteboards and ensure that the five weather conditions are clearly visible on the board/OHP.

Next, mime a weather condition. The children guess which one it is and write the corresponding Spanish phrase on mini whiteboards. You can make this competitive if desired by awarding points to the first child/team to have the correct answer held in the air.

Play another game to focus children's attention on the written words. Ask the children to close their eyes and then remove a letter/letters from each weather condition displayed. Challenge the children to work in pairs/groups to work out the missing letter in each phrase.

Complete this session by watching the video sequence from Early Start Spanish Pack 2, Unit 8: **¿Qué tiempo hace?** Here the children will see Spanish children describing the weather and will hear question and answer sequences. They will also hear and see the children singing an authentic song about the weather.

Children work collaboratively to quickly identify the missing letters from the list of key weather expressions, introduced so far.

Children watch a video sequence to consolidate new vocabulary learned during this lesson. They read the words on the screen as they hear them, helping to recall pronunciation patterns.



Alternatively, the song **Que llueva** relating to the theme of weather and animals, is available on the resource CD. Track 16



on *Canta en español 2* CD.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Begin the session by revealing circles on the OHP or IWB containing words in Spanish. Invite the children to make a sentence from the words in the circle, e.g:



Children attempt to recall the word order of the expressions introduced during the last session. They 'unscramble' the words in each circle to form weather expressions.



Repeat this activity using the resource provided on the resource CD: 'OHT with jumbled expressions', which will help children to recall the structures practised during the last session.



Next, introduce two more weather conditions, using the images and text cards provided:

Children practise two new weather expressions, noting the pronunciation of 'll' in Spanish.



está lloviendo – it's raining
está nevando– it's snowing

(**llueve** – it rains; **nieva** – it snows)

When practising the pronunciation of these weather conditions draw attention to the sound of 'll' at the start of **lloviendo** and liken it to **llamo/llamas**. Practise the new expressions orally several times before playing a game to reinforce the meaning of the seven weather expressions learned so far.

For this activity you will need a box containing props to demonstrate different weather conditions. Invite a volunteer to the front of the room. As you say a weather condition the volunteer must look in the box and choose something to demonstrate the meaning of the phrase.

The children listen carefully to the weather condition stated by the teacher and individual children choose a prop to demonstrate understanding of the phrase.

Part 4: 15 minutes (continued)

Teaching Sequence

Pupil Activity

e.g:

hace sol – sunglasses/suncream

hace frío – hat/scarf

hace calor – fan

está lloviendo – umbrella/wellies

hay niebla – torch

hace viento – kagool

está nevando – gloves, ski hat, sledge

Repeat this activity by allowing a volunteer to select a prop and the rest of the class to guess the weather.

One volunteer chooses a prop and other children state the corresponding Spanish phrase.

If time allows you could give further practice of the new phrases by playing a matching game either using the IWB resources or flashcards and text cards. Set a timer and challenge individual pupils to match up as many images with the correct text in a 20 second time limit.

Children practise the meaning of the new expressions by matching up images and text.



Next introduce the final weather conditions included in this lesson:

Children learn two more expressions. They study the written words and use prior knowledge to work out how to pronounce each word.

hace buen tiempo – it's good weather

hace mal tiempo – it's bad/poor weather



Show the children the Spanish phrases for these two expressions and ask the children to work out how to pronounce each one.

You may choose to show the DVD material from Early Start Spanish Pack 2 Unit 8 again at this point, encouraging children to join in with the song at the end of the sequence.

Children watch a DVD sequence showing Spanish children describing different weather conditions in towns in their country.

Lesson Seventeen, Year 5

1 x 15 minutes; 1 x 40 minutes; 1 x 20 minutes

Lesson theme Weather/Seasons

Learning Outcomes

- Make up a short rap using weather conditions
- Join in presenting a mini weather report in Spanish

Framework Objectives

Oracy

O5.4: Prepare a short presentation on a familiar topic

Intercultural understanding

IU5.2: Recognise similarities and differences between places



Core Vocabulary

Revision of weather phrases

en otoño	in autumn
en invierno	in winter
en primavera	in spring
en verano	in summer

extension:

normalmente	normally
en general	generally

llueve it's raining
nieva it's snowing

Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence

Language and learning strategies

- Plan and prepare – analyse what needs to be done to carry out a task
- Integrate new language into previously learnt language
- Practise new language with a friend and outside the classroom
- Use a dictionary or word list

Resources



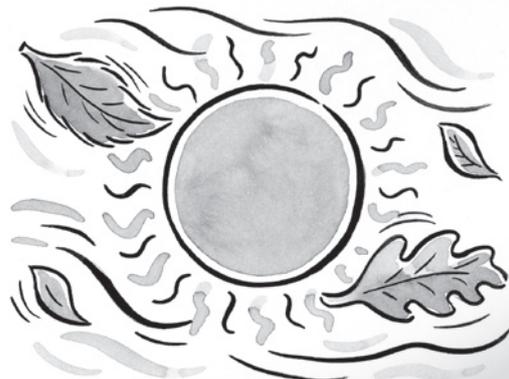
- Information sheet on weather/climate in Spain
- Prompts for weather presentation
- Transcript of recording linking seasons and weather phrases
- Handout of prompts for written work
- OHT with weather expressions
- List of cities in Spanish-speaking countries
- OHT with words of song: **¿Qué tiempo hace?, Las estaciones**



- Canta en español 2, Track 17, song: **¿Qué tiempo hace?**, Track 18, song: **Las estaciones**
- Map of Spain (poster available from La Jolie Ronde Ltd)



- Key vocabulary x2
- Weather report
- Seasonal weather
- Transcript of songs



Teaching Sequence

Pupil Activity



Begin the session by showing children a map of Spain with several cities/ places labelled on the map. Explain that whilst the weather in Spain is warmer than in the UK, it can nevertheless be very varied. Spain is a very diverse, mountainous country with an interesting climate. Use the 'Information sheet on weather/climate in Spain' on the resource CD to talk to children about the different regions of Spain and typical weather conditions in each region.



Next, show on the OHP or IWB a list of the weather conditions introduced last session. See OHT with weather expressions' on the resource CD. Explain to the children that they have a five minute challenge – make a rap using weather expressions! Give one or two examples and then give the children five minutes to work in pairs or groups on the rap, simply linking places and weather conditions:



En Madrid hace calor
En Oviedo hace frío
En Santander hace viento

The rap does not need to rhyme and can consist of just three sentences chanted orally. To help children create the sentences, provide a list of cities from Spanish-speaking countries – see resource CD.

Some children may like to perform their rap for the rest of the class. This will provide a quick revision of key phrases and pronunciation before they prepare a weather presentation next session.



To complete the session the children can now join in singing the song as they follow the Spanish words on the IWB/OHP. Use *Canta en español 2*, Track 17 and the resource CD for the lyrics of the song.



Children listen carefully as information is shared with them regarding the climate in Spain. Some may have visited Spain and may like to contribute by talking about the weather they experienced whilst on holiday.

Children work in pairs to produce a short rap following an example provided by the teacher. They use their knowledge of pronunciation and sound patterns to help them prepare and present a rap.

Children join in singing a song describing the weather relating to the theme of weather. They follow the text of the song as they join in singing.

Teaching Sequence**Pupil Activity**

During this session the children will work in pairs to produce a mini weather report using PowerPoint.



A handout is provided (Prompts for weather presentation') on the resource CD to give the children some prompts e.g.:



¡Hola!
Hoy es martes 9 de noviembre y ahora el tiempo...

En Madrid hace viento y está lloviendo – temperatura máxima: 9 grados.

En Granada hace buen tiempo y hace sol – temperatura máxima: 16 grados.

(Hello. Today is Tuesday, 9th November and welcome to the weather report.. In Madrid it's windy and raining – maximum temperature 9°. In Granada it's good, sunny weather – maximum temperature 16°.)

Using the prompts provided, the children can substitute different dates/cities/ weather conditions and temperatures, with visual material to support.

You may choose to invite some pupils to present their weather report towards the end of this session. Explain to the children that when they present, you are listening for:

- confident, audible speakers
- accurate pronunciation
- a good attempt at sounding Spanish

You may choose to mark the work, giving scores such as:

content	_/5
pronunciation	_/5
fluency	_/5

Children use a prompt sheet to help them produce a weather report, using PowerPoint. They substitute their own information into key phrases, using previously learned language. They have a clear understanding of how their work will be marked, and they enjoy using ICT to produce their presentation.

Part 4: 20 minutes

Teaching Sequence

Pupil Activity



Begin this session by concluding weather presentations from the previous session or by singing once more the weather song: **¿Qué tiempo hace?** (Track 18). This may take all the time you have available. If you would like to extend the work on weather you may use the teaching sequence below.

Next, write on the board

en otoño
en invierno
en primavera
en verano



and describe the weather for each season in one or two sentences. You may prefer to use a recording of this – see



sound CD, Track 80. The transcript is on the resource CD: 'Transcript of recording linking seasons and weather phrases'.

After this short presentation, ask the children what the meaning of each of the four phrases could be.

Now model a short piece of writing for the children, stating the season and the weather.



En otoño hace viento.

En invierno hace mucho frío.

En primavera hace viento y hace sol.

En verano hace mucho calor.



More able learners might be able to add one or two time phrases:

en general – (generally)
normalmente – (normally)

Children listen to presentations.

Children study four new expressions and listen to sentences in which this new vocabulary is used. Having heard the sentences, the children guess the meaning of the new phrases.

Children watch as the teacher demonstrates a short piece of writing in Spanish.

The children listen as the teacher explains how he/she is constructing each sentence and then the children participate as the activity is repeated, suggesting possible weather conditions for each season.

Part 4: 20 minutes (continued)**Teaching Sequence**

Distribute the sheet 'handout of prompts for written work' from the Resources CD. Children can now work at composing a few sentences of their own, linking seasons and weather conditions. They can refer closely to model sentences practised with the teacher.

Pupil Activity

Children use prompts provided to write their own sentences to describe the weather.

NOTES:

Lesson Eighteen, Year 5

1 × 15 minutes; 2 × 30 minutes

Lesson theme Weather/Saying where you live/Points of the compass
Working with extended texts

Learning Outcomes

- Identify different word classes and specific vocabulary in an extended authentic text
- Be able to say where you live and re-use previously learned language to describe the climate

Framework Objectives

Oracy

O5.4: Prepare a short presentation on a familiar topic

Literacy

L5.1: Re-read frequently a variety of short texts

83

Core Vocabulary

Vivo en + town	I live in
en el norte	in the north
en el sur	in the south
en el oeste	in the west
en el este	in the east
de Inglaterra	of England

Resources

-  **18** • **El tiempo** text
 Translation of **El tiempo** text
El tiempo challenge sheet
El tiempo challenge sheet answers
 OHT with points of compass
 Example sentences
 OHT with jumbled sentences
 OHT with phrases to re-arrange
 OHT with words of song: **Preguntas**
-  **19** • Canta en español 2, Track 19, song: **Preguntas**
-  **18** • Linking weather to seasons
 Key vocabulary
 Editing a sentence
 Arranging sentences
 Teacher scribing
 Transcript of song

Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence
- Recognise the typical conventions of word order in the foreign language

Language and learning strategies

- Integrate new language into previously learnt language
- Use context and previous knowledge to help understanding
- Look and listen to visual and aural clues



Teaching Sequence

Pupil Activity

Explain to the children that they will now work in pairs on an extended piece of text and will have practice in scanning the text for key information. The text is a weather report from Spain.

Children listen to the introduction to the session and understand the nature of the task presented.



Begin by displaying the first two lines of the weather report on IWB or on OHT.

See resource CD: '**El tiempo** text'.

Explain again to the children that they will not be expected to understand every word.

Invite a volunteer to the board to underline two or three days of the week (**miércoles, viernes, sábado**). Ask another volunteer to come to the front to underline any temperatures that they can find hidden in the text.

They complete activities with the teacher where they scan for key words, prior to completing a 'challenge sheet' with a partner – As they complete the challenge the children use skills of skimming and scanning to find relevant information.



Next give out a 'challenge sheet' to pairs of pupils. Use: '**El tiempo** challenge sheet' from the resource CD. Children now work in pairs to find answers to all sections on the worksheet, drawing on their previous knowledge and also using techniques such as skimming and scanning to find a 'way through' their longer piece of text. Allow the children ten minutes to complete the challenge, and then discuss their answers as you

Children listen as answers are discussed and individuals explain how they arrived at answers.



highlight the features of the text on the board. Use: '**El tiempo** challenge sheet answers' on the resource CD.

Finally, praise the children for their achievements. This is their first attempt at understanding some specific details from a long and complex reading passage and they may need some encouragement.

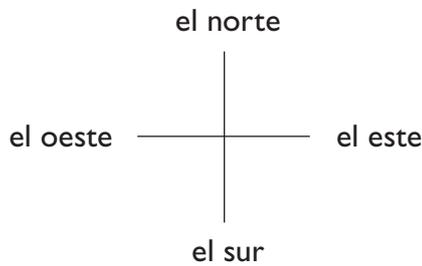
Teaching Sequence

Pupil Activity



Introduce the children to the points of the compass on the OHT/IWB.

Children are introduced to Spanish phrases for points of the compass.



State a sentence: **Vivo en Wakefield, en el norte de Inglaterra.** Encourage the children to guess the meaning of your sentence in English. If they find this difficult, give more examples:

They deduce the meaning of short sentences through their knowledge of English.

Vivo en Southampton, en el sur de Inglaterra.

Vivo en Hull, en el este de Inglaterra.

Next display the key phrase:

Children adapt a short sentence to alter its meaning.

'Vivo en Wakefield, en el norte de Inglaterra' on either OHT or IWB.

Play for a few moments at substituting different words into the sentence to change the meaning and invite children to suggest new sentences, exchanging a town with the correct point of the compass.



Next show 3 jumbled up sentences on OHT/IWB and challenge the children to rearrange the words to make sentences. This is most effective using the IWB.

Extend this activity by forming a short paragraph with the children on OHT/IWB. Use the "OHT with phrases to rearrange" stating name, age, family members, where you live etc. to recap learning from previous years. Show the OHT and ask the children to re-order the sentences to form a coherent paragraph in Spanish.

Parts 3 & 4: 30 minutes (continued)

Teaching Sequence

Pupil Activity



A song to revise basic questions is available at the teacher's discretion:

Preguntas. See *Canta en español 2*, Track



19. A transcript of the song is available on the resource CD.

NOTES:

Lesson Nineteen, Year 5

1 x 15 minutes; 1 x 20 minutes; 1 x 30 minutes

Lesson theme Similarities/differences between the UK and Spain
Dangers of Stereotyping

Learning Outcomes

- Understand that there are 'stereotypical' images associated with countries
- Be aware of how these images compare with reality
- Consider key similarities and differences in daily life in the UK and Spain

Framework Objectives

Literacy

L5.1: Re-read frequently a variety of short texts

Intercultural Understanding

IU5.1: Look at further aspects of their everyday lives from the perspective of someone from another country

IU5.2: Recognise similarities and differences between places

IU5.3: Compare symbols, objects or products which represent their own culture with those of another country

Core Vocabulary

No new vocabulary

Resources



- OHT of short text
- Digital photos from streets and Spanish houses
- Digital photos from supermarkets and Spanish currency
- Internet access



- Use for noting pupil responses
- Influences of other countries
- Differences between Spanish and English life
- Images to promote discussions (supermarket/in the street)

Knowledge about language

- Notice different text types and deal with authentic texts

Language and learning strategies

- Look and listen to visual and aural clues
- Plan and prepare – analyse what needs to be done to carry out a task
- Pronounce/read aloud unknown words



Teaching Sequence

This session will involve a discussion in English about the characteristics/habits of certain nations, stereotypical ideas and images and the dangers of stereotyping.

To link with work from the previous lesson, ask the children to describe today's weather in Spanish. Then point out to the children (in English!) that the weather is often a topic of conversation in the UK. Ask the children why that might be. This can lead into a discussion which might involve the following:

- Would the weather be a subject for discussion in summer in the south of Spain? Why? Why not?
- What else do foreign people think we do in the UK? (eat fish and chips/roast beef, dress in suits and bowler hat, carry umbrellas, work from 9-5 in the city, cause trouble at football matches, love our pets excessively etc).
- Are their perceptions accurate?

To complete the session, ask the children to consider objects and symbols that really do represent our country and are typical of our lifestyles.

Ask the children to collect some items to bring in for discussion during the next Spanish session.

Pupil Activity

Children listen carefully to the discussion, consider stereotypical images in pairs and as a group, and consider the dangers of stereotyping.

Part 2: 20 minutes

Teaching Sequence

Pupil Activity

Collect items from the children and consider those which would be of interest to Spanish children who are learning about our culture. Some items could be placed in a box to be sent to a partner school in a Spanish-speaking country.

Children view and contribute objects and symbols which form part of our daily lives. They consider aspects of our culture which may be of interest to a child in another country.

Take items in turn and discuss how they relate to our lifestyles. These could include:

- currency
- sweet wrappers
- football cards
- shop leaflets
- menus from various restaurants/
takeaways:
- Chinese, Indian, Italian
- Sunday lunch menu
- school badge
- religious symbols
- photos of school uniform

Discuss influences from other countries e.g. what is commonly eaten/favourite foods in the UK?



You may comment on immigration and trade with other countries, and then reveal a short text on OHT/IWB for discussion. See resource file.



Children consider how the UK forms part of a wider global community and acknowledge the different influences/products from elsewhere in the world.

NOTES:



Part 2: 20 minutes (continued)**Teaching Sequence****Pupil Activity**

Next, ask if anyone has been to Spain (or to another Spanish-speaking country).

Did they notice any differences?

Give groups of children a few minutes to discuss any differences they might notice when visiting Spain. A few suggestions include:

driving on the right

yellow post boxes

currency

different food

different bread

different meal times – later

siestas

more time spent outdoors

no carpets in Spanish homes

opening times of shops – closed in the afternoon and open in evenings

live seafood bought at market and in supermarkets

festivals and processions

bullfights

Children contribute to a discussion about life in Spain. Children who have visited the country contribute suggestions about the differences they encountered.



Complete the session by discussing some/all of the above and taking contributions from the children.

NOTES:

Teaching Sequence

Pupil Activity

The children will now begin research work, focusing on similarities and differences between supermarkets/hypermarkets in the UK and in Spain.

To do this activity they will need to have access to the internet to browse supermarket websites. There are also a number of useful digital photos included on the resource CD. These show supermarket opening and closing times, some products which are only available in Spain



Introduce the activity by mentioning some points discussed last session. Explain that the task is to collect images and texts revealing similarities and differences between supermarkets at home and abroad. The children could make notes of the differences they find to share with the class next lesson. They could focus on:

- opening times
- any unusual fruit/vegetables
- breakfast cereals – are the same ones sold in Spain with the same name or a different name?
- different types of biscuit. Which biscuits produced in the UK are sold in supermarkets in Spain?
- soft drinks

Discuss with the children how things evolve. Twenty years ago Spanish supermarkets had lots of different types of drinking water but none were to be found in the UK.

Mention again opening and closing times.

Children consider the task introduced by the teacher and plan and prepare for the work they will undertake.

They use the internet to research supermarkets in Spain and focus on specific areas suggested by the teacher as they collect images and make notes.

Parts 3 & 4: 30 minutes (continued)

Teaching Sequence

Pupil Activity

Children can begin their research work which will be continued during the first half of the next lesson.

The following websites may be helpful:

www.viva-murcia.com/supermarkets_cl18.php

www.solads.com/SuperMarkets/supermarkets.aspx

www.viva-granada.com/supermarkets_cl18.php

**NOTES:**

Lesson Twenty, Year 5

2 x 30 minutes

Lesson theme Similarities/differences in supermarkets in the UK and Spain
Review of learning in Y5

Learning Outcomes

- Identify similarities/differences in supermarkets in the UK and Spain
- Review key vocabulary and structures learned during Y5

Framework Objectives**Intercultural Understanding**

IU5.2: Recognise similarities and differences between places

IU5.3: Compare symbols, objects or products which represent their own culture with those of another country

Core Vocabulary

No new vocabulary

Resources

- Quiz sheet
- Quiz sheet answers

- Access to the internet



- Quiz questions and answers

**Knowledge about language**

- Notice different text types and deal with authentic texts

Language and learning strategies

- Use a dictionary or word list

Parts 1 & 2: 30 minutes

Teaching Sequence

Pupil Activity

Children continue with research task introduced last session.

Children work individually/collaboratively using research tools.

NOTES:



Parts 3 & 4: 30 minutes

Teaching Sequence

Pupil Activity



Children complete the 'Review of the year' quiz sheet in pairs/groups.



The answers are provided for discussion and displayed on OHT/IWB.

Children work collaboratively on a fun quiz to recap much of their learning in Spanish throughout Y5.

NOTES:



Review Lessons, Year 5

Learning Outcomes

- Identify vocabulary/phrases/new ideas and concepts learned in Y5

Language and learning strategies

- Discuss language learning and share ideas and experiences

To provide the opportunity to consolidate and celebrate learning in Spanish this year, teachers may consider allowing time for children to complete some of the following activities:

- Making a mind map of some of the vocabulary covered this year
- Playing a game whereby the teacher calls out a category e.g. buildings on the high street, numbers, adjectives, hobbies, food items, weather, and the children work in pairs to recall vocabulary and phrases
- Making a tape, video or DVD to record...
 - A song or verse from a song
 - A short presentation in Spanish on their preferred hobbies and leisure activities
 - A short presentation in English on an aspect of Spanish culture
 - A conversation with a partner
 - Activity on the high street with a short Spanish commentary
- Making a display of the words and phrases learned in Y5 for a review board
- Preparing a presentation for an assembly to demonstrate some of the learning in Spanish
- Performing a favourite song for a group of listeners
- Identifying the favourite lesson or activity and discussing why was it memorable
- Making a presentation individually or in groups to deliver to the rest of the class which recaps some of the learning from Y5. This could be a topic area, a pronunciation rule, guidance on a particular skill area e.g. using connectives to extend written work/using stalling strategies in speech to give yourself thinking time, a playground game or an aspect of culture
- Making a board game or quiz
- Discussing how children feel about language learning
- Preparing a Spanish curriculum evening for parents and carers during which refreshments are provided and the children perform songs, rhymes, stories, plays and teach the adults some of the language they have learned