

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	What is the weather like? ¿Qué tiempo hace?	4	Summer 1	4.5 hours
End of Key Stage objectives:	Pupils should be taught to: <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing Languages - key stage 2 3</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>			
End of unit objectives:	In this unit the children will learn how to: <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in Spanish.</li> <li>• Ask and say what the weathers is like today.</li> <li>• Create a Spanish weather map.</li> <li>• Describe the weather in different regions of Spain using a weather map with symbols.</li> </ul>			

Key vocabulary:	<p>está lloviendo - it is raining          está nevando - it is snowing          hay tormenta - there is a storm          hace sol - it is sunny          hace mucho viento - it is windy          hace buen tiempo - the weather is fine          hace mal tiempo - the weather is not good          hace frío - it is cold          hace calor - it is hot          en el norte de España - In the north of Spain          en el sur de España - in the south of Spain          en el centro de España - in the centre of Spain          en el oeste de España - in the west of Spain          en el este de España - in the east of Spain          el clima - the weather</p>
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Lesson Sequence	Time Allocation	Key Question	Teaching Activities <i>(Possible cross curricular opportunities)</i>	Resources
Lesson 1	45 minutes	<p>¿Qué tiempo hace?</p> <p>What is the weather like?</p>	<p>Provide children with vocabulary list for the unit to stick in their books.</p> <p>Use 'El tiempo (1)' PowerPoint to introduce the unit to the children. Introduce the children to the new vocabulary connected to the weather.</p> <p>Weather song</p> <p>Activity: reading sheet - read the phrases and circle the one that matches the image.</p> <p>Plenary: Can children work out if these are word for word translation for what we say in English regarding the weather? (No). How can they tell? (number of words in the phrase, e.g. it's windy is 'hace mucho viento' - there is a lot of wind - meaning the same but individual words are different.</p>	<p>El tiempo (1) PowerPoint</p> <p>Weather song - Language Angels</p> <p>Qué tiempo hace sheet (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 5. Qué tiempo hace &gt; 1. Qué tiempo hace sheet</p>

			<p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">está lloviendo - it is raining  estás nevando - it is snowing  hay tormenta - there is a storm  hace sol - it is sunny  hace mucho viento - it is windy  hace buen tiempo - the weather is fine  hace mal tiempo - the weather is not good  hace frío - it is cold  hace calor - it is hot.</p>	
Lesson 2	45 minutes	<p>¿Qué tiempo hace?(2)</p> <p>What is the weather like?</p>	<p>Introduce the aim of the lesson: to consolidate weather language. Ask children if they can remember any of the eight expression learnt last lesson for describing the weather.</p> <p>Use 'El tiempo (2)' PowerPoint to revise all phrases learnt last week.</p> <p>Activity: Fill the gap and match the phrase to the pictures</p> <p>Plenary: Simply ask ¿Qué hace tiempo?</p>	<p>El tiempo (2) PowerPoint</p> <p>Weather song - Language Angels</p> <p>Qué tiempo hace writing sheet (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 5. Qué tiempo hace &gt; 2. Qué tiempo hace writing sheet</p>
Lesson 3	45 minutes	<p>¿Qué tiempo hace?(3)</p> <p>What is the weather like?</p>	<p>Explain the aim of the lesson: to use new language in a listening exercise integrating weather and days of the week.</p> <p>Use 'El tiempo (3)' PowerPoint to refresh key language for weather.</p> <p>Activity: Use the listening grids. Use the listening exercise PowerPoint (Language Angels) and children completed the grid based on what they have heard. You may have to use the recording twice.</p> <p>Plenary: Ask - What are the key skills required for a successful listening activity? (having a good range of vocabulary, knowing the topic and listening out for key words)</p>	<p>El tiempo (3) PowerPoint</p> <p>Weather song - Language Angels</p> <p>Qué tiempo hace listening sheet (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 5. Qué tiempo hace &gt; 3. Qué tiempo hace listening sheet</p>

			<p>TEACHING GRAMMAR NOTE &amp; EXPLANATION</p> <p>In Spanish, we drop the personal pronoun 'I' so 'yo tengo' would become just 'tengo'. The 'I' part of the verb is explained by how the verb ending is conjugated to 'tengo' (which if the 'I' part of the verb tener 'to have'). The dropping of the personal pronoun 'yo' happens all the way through Spanish to keep the language fluent and flowing so this is something that needs to be explained to the pupils.</p>	
Lesson 4	45 minutes	<p>¿Qué tiempo hace en...?</p> <p>What is the weather like in...?</p>	<p>Ask: ¿Qué hace tiempo?</p> <p>Explain the aim of the lesson: to learn how to read a weather map and describe the weather in different parts of Spain. This will also help to improve their geographical knowledge of Spain as well as practising their new language skills.</p> <p>Use 'El tiempo 4' PowerPoint.</p> <p>Activity: weather memory game and weather look and spell game.</p> <p>Plenary: If you had a newspaper and wanted to read the weather but the map looked more complicated with much more complex language, what skills have you learnt that could help you? (Locate the area you want, north, south etc and focus on the key words).</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">en el norte de España - in the north of Spain  en el sur de España - in the south of Spain  en el centro de España - in the centre of Spain  en el Oeste de España - in the west of Spain  en el este de España - in the east of Spain</p>	<p>El tiempo (4) PowerPoint</p> <p>Weather memory game - Language Angels</p> <p>Wether look and spell game - Language Angels</p>
Lessons 5 & 6	45 minutes	<p>¿Puedes presentar el tiempo?</p>	<p>Explain the aim of the lesson: to use all the language learnt this unit to be Spanish weather presenters.</p>	<p>El tiempo (5) PowerPoint</p> <p>Qué tiempo hace scaffold sheet (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 5. Qué tiempo hace &gt; 5. Qué tiempo hace scaffold sheet</p>

		<p>Can you present the weather?</p>	<p>Use 'El tiempo(5) PowerPoint to provide children with the language they will need for their presentations and to see examples.</p> <p>Activity: Children work in pairs and use the oral scaffold to create their own weather forecast presentations. Children prepare during this lesson and present during the next lesson.</p>	
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