

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	Goldilocks Ricitos de Oro y los Tres Osos	4	Spring 1	4.5 hours
End of Key Stage objectives:	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing Languages - key stage 2 3 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. 			
End of unit objectives:	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Not only sit and listen attentively to the story but to recognise, understand and remember more of the new language. Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. 			

	<ul style="list-style-type: none"> • Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases. • Attempt to spell in Spanish.
<p>Key vocabulary:</p>	<p>Ricitos de Oro - Goldilocks Papá oso - Father bear Mamá oso - Mother bear Bebé oso - Baby bear una casa - a house un bosque pequeño - A small wood/forest el tazón grande - The big bowl el tazón mediano - The medium bowl el tazón pequeño - The small bowl la silla grande - the big chair la silla mediana - the medium chair la silla pequeña - the small chair la cama grande - the big bed la cama mediana - the medium bed la cama pequeña - the small bed dulce - sweet salado - salty alta - tall/high baja - short dura - hard suave - soft</p> <p>el tazón grande estaba demasiado salada - the large bowl was too salty el tazón mediano estaba demasiado dulce - the medium bowl was too sweet el tazón pequeño estaba muy bien - the small bowl was just right la silla grande era muy alta - the big chair was too tall/high la silla mediana era muy baja - the medium chair was too short la silla pequeña era perfecta - the small chair was just right la cama grande era muy dura - the big bed was too hard la cama mediana era muy suave - the medium bed was too soft la cama pequeña estaba muy bien - the small bed was just right.</p>

Lesson Sequence	Time Allocation	Key Question	Teaching Activities (Possible cross curricular opportunities)	Resources
Lesson 1	45 minutes	<p>¿Qué pasa en la historia de Ricitos de Oro y los Tres Osos?</p> <p>What happens in the story Goldilocks and the Three Bears?</p>	<p>Provide children with vocabulary list for the unit to stick in their books.</p> <p>Introduce the aim of the lesson: to use a familiar story and picture cards to learn new vocabulary. Quickly check that the pupils know the story in English.</p> <p>Use 'Ricitos de Oro y los Tres Osos (1)' PowerPoint to hear the story of Goldilocks and the Three Bears in Spanish.</p> <p>Goldilocks song</p> <p>Activity: Children to work on their tables to sequence the picture cards in the order they appear in the story. Read the story though again and check they have the correct sequence. (The pictures are different to the PowerPoint but the meaning is clear). The children must then work in their groups to provide/remember a key word or the words for each picture. The more able may also attempt to spell these words on mini whiteboards or post it notes. The less able may have difficulty in remember the word so allow one more read so that they look specifically for that picture on the last read. The more able will remember the word from memory ideally. The class teacher then checks they have a word for each picture.</p> <p>Plenary: How could the children tell what the word was in Spanish (It was like the English, position in the story etc)</p> <p style="text-align: center;"><u>Vocabulary</u> Ricitos de Oro - Goldilocks Papá oso - Father bear</p>	<p>Ricitos de Oro y los Tres Osos (1)) PowerPoint</p> <p>Goldilocks song - Language Angels</p> <p>Mini whiteboards/post it notes</p> <p>Goldilocks English Translation (Teams> Curriculum> MFL> MTP> Year 4> 3. Ricitos de Oro y los Tres Osos> 1. Goldilocks English Translation</p>

			<p> Mamá oso - Mother bear Bebé oso - Baby bear una casa - a house un bosque pequeño - A small wood/forest el tazón grande - The big bowl el tazón mediano - The medium bowl el tazón pequeño - The small bowl la silla grande - the big chair la silla mediana - the medium chair la silla pequeña - the small chair la cama grande - the big bed la cama mediana - the medium bed la cama pequeña - the small bed dulce - sweet salado - salty alta - tall/high baja - short dura - hard suave - soft el tazón grande estaba demasiado salada - the large bowl was too salty el tazón mediano estaba demasiado dulce - the medium bowl was too sweet el tazón pequeño estaba muy bien - the small bowl was just right la silla grande era muy alta - the big chair was too tall/high la silla mediana era muy baja - the medium chair was too short la silla pequeña era perfecta - the small chair was just right la cama grande era muy dura - the big bed was too hard la cama mediana era muy suave - the medium bed was too soft </p>	
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			la cama pequeña estaba muy bien - the small bed was just right.	
Lesson 2	45 minutes	<p>¿Cómo se dice...? (vocabulary from the story)</p> <p>How do you say...?</p>	<p>Introduce the aim of the lesson: the children will use word cards taken from the recognise fairytale. Can they remember any of the words from last week without the picture cards?</p> <p>Hand out the picture cards. Can they remember the words for some of the pictures now?</p> <p>Use 'Ricitos de Oro y los tres osos (2)' PowerPoint.</p> <p>Activity: Goldilocks 2 sort activity</p> <p>Plenary: Is it easier to learn with picture or word cards? Spanish is often easier to hear the word in Spanish rather than reading it and trying to guess the pronunciation.</p>	<p>Ricitos de Oro y los tres osos (2) PowerPoint</p> <p>Goldilocks card sort activity > Teams> Curriculum> MFL> MTP> Year 4> 3. Ricitos de Oro y los Tres Osos> 2. Goldilocks card sort</p>
Lesson 3	45 minutes	<p>¿Puedes leer la historia?</p> <p>Can you read the story?</p>	<p>Explain the aim of the lesson: to use phrase cards from the story to show them how much new language they ave already learn using the picture and word cards.</p> <p>Use 'Ricitos de Oro y los tres osos (3)" PowerPoint.</p> <p>Activity: distribute the phrase cards to each table and place upside down. Ask the children to take one phrase from the pile and read out the phrase card to their group, correcting each other's pronunciation as best they can.</p> <p>Plenary: How much of the phrase cards could they understand? Is it easier to decode unknown language than they thought?</p>	<p>Ricitos de Oro y los tres osos (3) PowerPoint</p> <p>Goldilocks Phrase cards > Teams> Curriculum> MFL> MTP> Year 4> 3. Ricitos de Oro y los Tres Osos> 3. Goldilocks Phrase cards</p>
Lesson 4 & 5	45 minutes	<p>¿Puedes crear tu propia historia?</p> <p>Can you create your own story?</p>	<p>Explain the aim of the lesson: to create their own book. Ideally this could be done on their table, drawing their own pictures producing a storyboard/book per group.</p> <p>Use 'Ricitos de Oro y los Tres Osos Recap' PowerPoint to recap the story</p>	<p>Ricitos de Oro y los tres osos recap PowerPoint</p> <p>Storyboard templates</p>

			Activity: Children create their own storyboards in Spanish over next two lessons.	
Lesson 6	45 minutes	¿Qué recordáis? What do you remember?	<p>Explain the aim of the lesson: Revise all language from the unit before completing an end of unit task.</p> <p>Use "Ricitos de Oro y los Tres Osos (6)" PowerPoint to revise all language used this unit.</p> <p>Activity: End of unit task</p> <p>Plenary: How many different things have we learnt in the unit? In which situations would we use this language? (general class discussion)</p>	<p>Ricitos de Oro y los Tres Osos (6)) PowerPoint</p> <p>Ricitos de Oro y los Tres Osos End of unit task</p> <p>Teams> Curriculum> MFL> MTP> Year 4> 3.</p> <p>Ricitos de Oro y los Tres Osos> 6. Goldilocks</p> <p>End of unit task</p>