

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	Do you have a pet? ¿Tienes una mascota?	5	Autumn 1	6 hours
End of Key Stage objectives:	<p>Pupils should be taught to:</p> <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:	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish.</li> <li>Tell somebody in Spanish if they have or do not have a pet.</li> <li>Ask somebody else in Spanish if they have a pet.</li> <li>Tell somebody in Spanish the name of their pet.</li> </ul>			

	<ul style="list-style-type: none"> <li>Attempt to create a longer phrase using the conjunctions 'y' ('and') or 'pero' ('but').</li> </ul>
Key vocabulary:	<p>un perro - a dog  un gato - a cat  un conejo - a rabbit  un hamster - a hamster  un pez - a fish  un ratón - a mouse  una cotorra - a parrot/parakeet  una tortuga - a tortoise  tengo - I have  no tengo - I do not have  tengo un - I have a (masculine)  tengo una - I have a (feminine)  Que se llama... - That is called...  y - and  pero - but</p>

Lesson Sequence	Time Allocation	Key Question	Teaching Activities (Possible cross curricular opportunities)	Resources
Lesson 1	1 hour	<p>¿Tienes una mascota?</p> <p><i>Do you have a pet?</i></p>	<p>Provide children with vocabulary list for the unit to stick in their books.</p> <p>Introduce the unit ¿Tienes una mascota? (Do you have a pet?).</p> <p>Use 'Pets (1)' PowerPoint to introduce the eight new words for pets.</p> <p>Activity: Fill the gap pets sheet.</p> <p>Pets song</p> <p>Plenary: Can children remember what the eight pets are in Spanish? Can they remember the correct gender for all of them? If not, how many? Which ones are different from the others?</p>	<p>Pets (1) PowerPoint</p> <p>Pets song - Language Angels</p> <p>¿Tienes una mascota? sheet (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 5&gt; 1. ¿Tienes una mascota? &gt; 1. ¿Tienes una mascota? sheet</p>

			<p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">¿Tienes una mascota? - Do you have a pet?  un - a (masculine form)  una - a (feminine form)  un perro - a dog  un gato - a cat  un conejo - a rabbit  un hamster - a hamster  un pez - a fish  un ratón - a mouse  una cotorra - a parrot  una tortuga - a tortoise</p>	
Lesson 2	1 hour	<p>¿Tienes una mascota? (2)</p> <p><i>Do you have a pet?</i></p>	<p>Explain the aim of the lesson: to further consolidate the knowledge of the eight Spanish nouns for pets and their associated articles.</p> <p>Use 'Pets (2)' PowerPoint to teach the children how to use "Tengo..." ("I have...") to say which pet I have so I can answer the target question ¿Tienes una mascota? (Do you have a pet?) using a short sentence in Spanish.</p> <p>Pets song.</p> <p>Activity: translation sheet</p> <p>Plenary: If the phrase for "he has" is "él tiene" and "she has" is "ella tiene", can somebody tell me what pet their friend has at home? (él tiene un perro) ("He has a dog"). Please note that in Spanish the subject pronoun is often dropped so it becomes "tiene un perro".</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">Tengo... - I have  Tengo un perro - I have a dog  Tengo un gato - I have a cat  Tengo un conejo - I have a rabbit  Tengo un hamster - I have a hamster  Tengo un pez - I have a fish</p>	<p>Pets (2) PowerPoint</p> <p>Pets song - Language Angels</p> <p>¿Tienes una mascota? Translation sheet (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 5&gt; 1. ¿Tienes una mascota? &gt; 2. ¿Tienes una mascota? translation sheet</p>

			<p>Tengo un ratón - I have a mouse  Tengo una cotorra - I have a parrot  Tengo una tortuga - I have a tortoise  y - and</p>	
Lesson 3	1 hour	<p>¿Qué se llama tu mascota?    What is your pet called?</p>	<p>Explain the aim of the lesson: to further consolidate their knowledge of Spanish and progress linguistically by learning to use the structure "que se llama..." (that is called...) with the language they have learnt in previous lessons in this unit. This will enable use to say what our pet is called.</p> <p>Use 'Pets (3)' PowerPoint.</p> <p>Pets song.</p> <p>Activity: Listening activity sheet - for slide 33</p> <p>Plenary: Can the children say in Spanish what they have a pet, and what it is called? No support from whiteboard or vocabulary list.</p> <p style="text-align: center;"><u>Vocabulary</u>  Tengo - I have  ...que se llama - ... that is called</p> <p><i>Example: Tengo un perro que se llama Lolo - I have a dog that is called Lolo.</i></p>	<p>Pets (3) PowerPoint  Pets song - Language Angels  ¿Tienes una mascota? Translation sheet (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 5&gt; 1. ¿Tienes una mascota? &gt; 3. ¿Tienes una mascota? Listening sheet</p>
Lesson 4	1 hour	<p>¿No tienes mascota?    Don't you have a pet?</p>	<p>Explain the aim of the lesson: to further consolidate their knowledge of Spanish and progress linguistically by learning to use the negative structure "no tengo..." to enable them to say what pet they do not have.</p> <p>Use 'Pets (4)' PowerPoint.</p> <p>Activity: Tienes una mascota writing activity</p> <p>Plenary: Can the children say in Spanish that they have a pet and what it is called? Can they now also say what pet they do not have? Try without support from whiteboard or vocabulary list.</p>	<p>Pets (4) PowerPoint  Pets song - Language Angels  ¿Tienes una mascota? Translation sheet (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 5&gt; 1. ¿Tienes una mascota? &gt; 4. ¿Tienes una mascota? Writing sheet</p>

			<p style="text-align: center;"><u>Vocabulary</u> Tengo... - I have No tengo... - I have not got/I do not have...</p> <p>TEACHING GRAMMAR NOTE &amp; EXPLANATION When using the negative form in Spanish you add a 'no' before the verb and often remove the article/determiner. The conjugated verb sits after the 'no'. In the example seen in this unit the conjugated verb is 'tengo' from the verb 'tener' (to have), 'Tengo' (I have).</p> <p style="text-align: center;">No tengo When this negation is used, it is often not followed by article/determiner.</p> <p style="text-align: center;">No tengo perro. (I do not have <u>a</u> dog)</p>	
Lesson 5	1 hour	<p>¿Qué mascota tienes? <i>What pet do you have?</i></p>	<p>Explain aim of the lesson: to learn how to use the connective word "pero" ("but") to enable them to say what pet they have and what it is called but also what pet they do not have. Use 'Pets (5)' PowerPoint. 'Do you have a pet - what is missing' game. Activity: Oral activity - Children use the scaffolding sheet to have a conversation in pairs using all of the vocabulary learnt this unit and from some previous units. E.g. introduce themselves, ask each other if they have a pet and answer by telling their partner the pets they have or don't have. Plenary: Can the pupils say in Spanish that they have a pet, what is it called "BUT" what pet they do not have? No support from the whiteboard or the vocabulary sheets.</p> <p style="text-align: center;"><u>Vocabulary</u></p>	<p>Pets (5) PowerPoint 'Do you have a pet - what is missing' game - Language Angels ¿Tienes una mascota? Translation sheet (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 5&gt; 1. ¿Tienes una mascota? &gt;5. ¿Tienes una mascota? Oral scaffolding sheet</p>

			<p>Tengo - I have  No tengo - I have not got/I do not have  que se llama - that is called  pero - but</p>	
Lesson 6	1 hour	<p>¿Qué recordáis?   <i>What do you remember?</i></p>	<p>Explain the aim of the lesson: Revise all language from the unit before completing an end of unit task.  Use 'Pets (6)' PowerPoint to revise all language used this unit.  Activity: End of unit task  Plenary: How many different things have we learnt in the unit? In which situations would we use this language? (general class discussion)</p>	<p>Pets (6) PowerPoint  ¿Tienes una mascota? End of unit task (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 5&gt; 1. ¿Tienes una mascota? &gt; 6. ¿Tienes una mascota? End of unit task</p>